DOCUMENT RESUME

ED 071 643 HE 003 344

AUTHOR	Martin, Warren Bryan
TITLE	Alternative Forms of Higher Education for California.
INSTITUTION	California State Legislature, Sacramento. Joint Committee on the Master Plan for Higher Education.
PUB DATE	Dec 72
NOTE	137p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Educational Change; *Educational Innovation; Experimental Colleges; *Experimental Programs; *Higher Education; *Statewide Planning

ABSTRACT

Provision needs to be made in California for alternative educational forms because: (1) there is currently a great deal of dissatisfaction with prevailing arrangements, and since there is no agreement on one ideal form or system, the best procedure is to set up probes of alternative futures; (2) the needs of society, like those of individual aptitudes and interests, vary and change; (3) the public segments and the variety of private educational alternatives in the context of social pluralism; and (4) the notion of diversity is consistent with the best American traditions. This document presents some rationales for various alternative forms of higher education that might be implemented and that have been implemented in California. (Author/HS)

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ALTERNATIVE FORMS OF HIGHER EDUCATION FOR CALIFORNIA

WARREN BRYAN MARTIN

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JOINT COMMITTEE ON THE MASTER PLAN FOR HIGHER EDUCATION
CALIFORNIA LEGISLATURE

ED 071643

ALTERNATIVE FORMS OF HIGHER EDUCATION

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December, 1972

This is one of a series of policy alternative papers commissioned by the California Legislature's Joint Committee on the Master Plan for Higher Education.

The primary purpose of these papers is to give legislators an overview of a given policy area. Most of the papers are directed toward synthesis and analysis of existing information and perspectives rather than the gathering of new data. The authors were asked to raise and explore prominent issues and to suggest alternatives available to the Legislature in dealing with those issues.

The Joint Committee has not restricted its consultants to discussions and recommendations in those areas which fall exclusively within the scope of legislative responsibility. The authors were encouraged to direct comments to individual institutions, segmental officers, state agencies -- or wherever seemed appropriate. It is hoped that these papers will stimulate public, segmental and institutional discussion of the critical issues in postsecondary education.

We find ourselves involved in an educational renaissance that has no ending, a ferment of advances that can only produce greater public expectation for further progress. Education thus generates discontent as well as fulfillment, schooling its own critics and generously providing them with an audience capable of appreciating what they are saying. Like Oliver Twist, the people will always turn to education, hold up their hands, and ask for more. And the educator must always respond --if he is true to his profession.

--S. P. Marland, Jr.

ACKNOWLEDGMENTS

The author gratefully acknowledges the advice, sometimes heeded, of an advisory committee composed of Senator Mervyn Dymally, California Legislature; Dan Friedlander, staff member of the Joint Committee on the Master Plan; Lyman Glenny, Director of the Center for Research and Development in Higher Education, University of California, Berkeley; Harold Hodgkinson, Research Educator, Center for Research and Development in Higher Education; and Rhoda Kaufman, Development Administrative Associate, Center for Research and Development in Higher Education.

Typist for the paper was Joan Hadden. Computer programmer was Stuart Hadden. Both were as competent in their professional responsibilities as they are close in their personal relationship.

Harriet Renaud of Berkeley was an effective yet unobtrusive editor. John Vasconcellos, Chairman of the Joint Committee, Pat Callan and Beth Richter, staff members of that same committee, provided encouragement, inquiries, patience, and services.

And over 200 college and university administrators responded to a questionnaire with a one-week deadline. Theirs is the kingdom of heaven.

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PREFACE

This paper does more than list alternative forms of higher education. It advocates them and puts their case into a larger context.

Provision needs to be made in California for alternative educational forms because (1) there is currently a great deal of dissatisfaction with prevailing arrangements, and since there is no agreement on one ideal form or system, the best procedure is to set up probes of alternative futures; (2) the needs of society, like those of individual aptitudes and interests, vary and change; (3) the public segments and the variety of private institutions in the state provide resources for the further extension of educational alternatives in the context of social pluralism; and (4) the notion of diversity is consistent with the best American traditions.

It is necessary not only to think about specific alternatives and their merits, but also to consider alternatives relationally. Many of the problems in colleges and universities today stem from segmental thinking and planning. We must learn to consider options "in relation" to existing practices, to human and material resources, to social, moral, and political issues, to future possibilities -- and also as alternatives to alternatives. Hence, the descriptions of innovations in curriculum are made with considerations that range from educational philosophy to organizational governance; and the case for nontraditional studies is made in relation to the dynamics of institutional size, contemporary social needs, and the resources of

established colleges and universities.

Planning relationally also includes the awareness that resources available to higher education these days are limited, with little or no prospect of increase in the foreseeable future. Priorities, therefore, are essential; they should be determined systematically and with a sense of the options. If they are not, critics of alternative forms are sure to point out that, at a time of fiscal stringencies, schools cannot afford innovation or experimentation. It becomes incumbent on the advocate of change, then, to show how it can be achieved, and with what effects or consequences for established institutions.

To advocate alternative forms of higher education is not necessarily to promote the overthrow of established forms. We don't have to do either/or planning.

Representatives of existing institutions may resist organization for change, fearing competition for funds, if not competition itself. Meanwhile, promoters of change may make their case by reference to deficiencies in the status quo, often without much evidence for the merits of their own proposals. Yet the formulation of educational policies need not be shaped by these extremes or by a polarity mentality.

Just as problems in the prevailing system and the prospects of a radically different future point up the necessity for changes, so does the expertise in our colleges and universities make those changes possible. The introduction of alternative ways does in fact require the cooperation of established institutions. The assessment of alternatives cannot be carried out apart from the experience of established practice. To urge consideration of alternatives, therefore, cannot mean repudiation or replacement of everything we have or know. It means supplementation --

and an expansion of choices.

Having said this, it must be acknowledged that in education, as elsewhere, innovation and experimentation act as a critical conscience to established practice, causing unease and reaction. And they do compete for funds. The money crunch is an especially serious problem now because of a paucity of trustworthy means for assessing unusual educational methodologies. It is hard to prove the superiority of one way of doing things over another. Everything depends upon the criteria used. Traditionalists favor use of conventional standards of excellence; innovators want evaluative measures to be as "creative" as the "new" programs to be assessed. Nevertheless, despite problems, and even at the risk of encouraging some slight institutional disequilibrium, reforms and alternatives are called for. In fact, a certain institutional imbalance may be required, because change is most likely to take place when a sense of individual or institutional need is felt through the introduction of factors that perturb and provoke. There is no question that risks attend the introduction of alternative forms -- but they must be recognized and accepted as such.

All forms of higher education, whether established or alternative, should serve several fundamental objectives:

The first aim is to assure the educability of a person -- throughout life. Education should properly be thought of as a life-long process, and it is a special responsibility of the general society, and of educational institutions in particular, to make accessible the means and encourage the motivation for individual realization of this objective. School and college give the tools and hone the attitudes that assure educability wherever the person is and as long as he is alive.

Second, the outcome of formal and informal educational experience

should be the creation of a capacity for good judgment. Good judgment is an end to which knowledge is a prime means. The citizen must be able to untangle a skein of thought, weigh options, and decide among them -- including determination of what is best for him among alternative forms of higher education.

Third, all changes or educational developments now should help to free thinking from the limiting notion that formal educational institutions have an exclusive or privileged position in educating the people of California. Rather, the goal should be to transform all of the major institutions of society into educational institutions. Education takes place everywhere. It is the responsibility of the whole society.

Fourth, there is the need to get away from a prevailing definition of growth which is quantitative, numerical, fiscal, material. Growth should be defined in more qualitative, inward, attitudinal terms.

There is no guarantee that the introduction of new forms of higher education will result in anything more than creation of new means to established ends. And our society needs more than a variety of ways to existing goals. It is assumed, therefore, and this is the fifth point, that procedural, structural, and organizational changes -- presented here as alternative forms -- must be attended by, or perhaps preceded by, changes at the level of basic values, attitudes, and orientations. Otherwise, the outcome will be inadequate.[1]

Remember, however, that changes in degree can become changes in kind. Quantitative changes have a way of becoming qualitative changes. Thus, the creation of alternative forms of higher education is important. They may do more than open up options for students or extend educational opportunities to new clientele. They may encourage reforms that will

culminate in the transformation of our colleges and universities, as well as in our understanding of the relationship of these institutions to a changing society.[2] This is the way to assure colleges for a new culture. This being our need, the development of alternative forms of higher education is not optional, but mandatory.

I. BEYOND COLLEGES AS DELIVERY SYSTEMS

Colleges and universities are not now, nor were they ever, very efficient information delivery systems. And they are hardly more effective than they are efficient. Institutionalized higher education may be the best way we have for disseminating knowledge, but at best it is a poor arrangement -- costly, cumbersome, wasteful, rigid, superficial, a creativity depressant.

Of course, really good colleges and universities have never gained their reputation by being knowledge delivery systems. They have featured criticism, discovery, synthesis. But most institutions of higher education have been organized, regrettably, as though education meant the spreading of knowledge, as though education did not go on elsewhere, as though they had a corner on teaching and learning.

By 1985 nobody will be defining colleges and universities in terms of their ability to dispense information. That task will have been taken over by individual learning systems, involving computers, cable television, and telephones, all of it integrated in compact consoles. The tremendous costs for research and development of such an information delivery matrix will not be borne by educational institutions, but by business and industry. They are already investing heavily in the field, refining concepts and technology, doing it for commercial advantage, including the educational market.[3] Some corporations, IBM for example, are already offering degree programs.

What, then, is the future for colleges and universities, with their profess[illegible], administrators, and support personnel? Some have no future [illegible] they still insist on trying to continue what they have done, and [illegible] future will deal harshly with obsolete information delivery systems. [illegible]c for institutions willing to plan alternatives,[4] there is a place of importance.

Clinical services will be in demand in the future. People will need help in becoming motivated, disciplined learners who possess requisite skills. Otherwise they will not be able to benefit from the personalized learning provisions of the new technology. Colleges may be expected to carry out this clinical function.

There will also be need for detailed, in depth, sophisticated study of social problems and themes. Universities will be places for elaboration on stated issues, for ongoing critical analyses, for the discovery of new knowledge. Graduate education and some forms of professional training will dominate university services.

Both colleges and universities will be important for what may be called their therapeutic role, because under the new provisions, learning will become more private and segmental. People will study in their dwelling places and usually by discrete subject-matter units. The learning center, and campus, will be useful for the opportunities they provide for interpersonal relations; students need to be in contact with other students, they need to view their studies relationally, they need help in synthesizing knowledge.

In light of the probability that within a decade or a little longer the means of gaining the information associated with higher education will be radically altered, as will the very definition of the college experience, there is need now to prepare educational personnel for new roles. Faculty functions will change, as will administrative responsibilities. It is equally

essential to alter student expectations. They must be educated to understand and accept the new roles of institutions of higher education. The same is true for the general public. Through all, there will need to be a delicate balance between respect for tradition and the imperatives of change.

But how to do this? By reforming the established system through the introduction of different modes of teaching and learning, by taking education off-campus and into the larger community, by reactivating an old and honorable idea -- that education is the responsibility of the whole society. There are now available certain alternative forms of higher education which, if utilized, will help effect the transition to this future for which we must prepare.

II. COMPREHENSIVE ADULT EDUCATION (NONTRADITIONAL STUDIES)

For the period 1973-83, the alternative form of higher education to be featured is what may be called comprehensive adult education. By "comprehensive" we mean theoretical and experiential education, general studies and vocational/technical training, on-campus and off-campus experience. By "adult" we mean education for everybody willing to learn at the postsecondary level, usually persons 17 years of age and older, but also those who at any point in their life span want and are able to work successfully in collegiate programs. By "education" we mean both classical and contemporary definitions of the learning experience. As already stated, we believe in education for educability. That means helping the student develop a positive attitude toward study. It means educating

for the skills -- verbal, quantitative, conceptual -- necessary for job training and the liberal arts. It means understanding the importance of order and discipline. It is education as ongoing process; gaining a mastery of the methodologies of learning so that learning may continue throughout life. It is education that puts one's life into historical and cultural perspectives. It is learning to think, feel, and act relationally.

Comprehensive adult education means postsecondary education for the whole person. We unapologetically revive the idea of education for body, mind, and spirit; for head, heart, and hand. We must plan holistically -- for the individual, for the individual in societal institutions, for individuals in community. The goal is education of the whole person amid world cultures.

At the present time, the most promising mechanism for preparing our colleges and universities to contribute to comprehensive adult education is nontraditional study. Most state systems and most institutions of higher education -- the State University of New York (SUNY), for example, and several hundred individual institutions -- are aggressively taking up this means of effecting the transition to a broader definition of higher education as well as to that radically different future many observers foresee for 1985 and thereafter.

The University of California and the California State University and Colleges have launched extended degree programs.[5] They are cautious, tentative starts in the right direction. Both of these segments are starting to devise ways to serve new students (young and old), in new places (on-campus and off), in new ways (by conventional and unconventional means of teaching and learning). They are taking postsecondary education

to the people with an intensity, to an extent, and in modes not heretofore attempted. But what has been done is only a start. It is in the area of nontraditional studies, then, that these segments should expand during the coming decade.

Given the availablity of nontraditional ways of teaching and learning, given the projected availability of computerized home instruction consoles, and given the decline in student enrollments (a sag almost all authorities agree is coming, with many saying that the decline will come earlier than the mid-'80s or that it has already come), it is clearly unwise for the University of California and the California State University and Colleges to proceed with any extensive expansion of their campus facilities and regular faculties.

With a five-year cycle for construction of facilities, it seems certain there will be no need in the 1980s for campus buildings beyond those already in that planning cycle. New buildings introduced into the cycle now would open for use precisely at the time they will be unnecessary. To add faculty now, particularly those with conventional orientations, means that they would be likely to achieve tenure and assume positions of leadership just when a different orientation and another kind of leadership will be called for. The task of retraining existing faculties will be sufficiently difficult without adding the further complication of people who are not needed.

We have come to a time when the established notion of institutional growth -- defined quantitatively, with success measured by ever-expanding budgets, numbers, and facilities -- can be set aside in favor of growth redefined -- understood qualitatively, with attention directed to internal changes rather than to conventional campus expansion.[6]

Two threats emerge in this connection. One is that, if restrained,

these two segments of higher education in California will lose incentive and lapse into inactivity or dull routine.[7] But this need not happen. Activity supporting qualitative growth and interior reform, with the necessary reallocation of human and material resources, constitutes an even greater challenge than the challenge of quantitative expansion. In the recent past, we could encapsulate our problems, or simply run off and leave them (in an academic variation of the frontier mentality). Enclosure or escape will no longer, however, be possible.

The second threat is more likely to become reality. With the halcyon days, when the attitude was bullish and the action expansive, behind us, there is the probability that attention will shift from territorial extension to boundary defense. It is already being said that if legislatures do not provide funds for the further development of regular campus programs as well as for emerging nontraditional, off-campus programs, then faculty and administrators should draw back to the campus and use whatever money is available to hold on to what they have. But such thinking is as self-defeating as it is self-serving. Institutions with a traditional orientation will survive, but there will not be many of them; none, in fact, in the public sector in California.

But what about those projections showing 5% to 7% increases in the number of students seeking admission to public institutions each year during the period 1973-83? It is the third major segment, the junior or community college, that should absorb new students who do not enter the extended degree programs of the University of California and the California State University and Colleges.

No attempt is made here to estimate the extent to which colleges and universities in the private sector could assimilate those students

not likely to be accommodated in public institutions if the steady-state proposal of this paper were adhered to, but it is common knowledge that many of them are undersubscribed now and that they are likely to find their situation worsening in the future.

Junior or community colleges, it should be added, ought to be expanded in number by the strategic location of new institutions throughout the state (although not nearly at the rate as in the last decade) thus making this segment the only section in the public "system" of higher education to be encouraged by the Legislature to increase the number of institutions and, additionally, to differentially increase the size of certain colleges.[8]

But there is a limitation. While the University of California and the California State University and Colleges would be developing nontraditional programs, it is proposed that the junior or community colleges be restricted in outreach to the service areas already set for them.[9] These institutions should not develop programs calculated to lead them into raids across the lines or to establish centers outside their service zones. The State of California will be crisscrossed enough by educational entrepreneurs operating under credentials provided by public or private universities, without nearly 100 junior or community colleges introducing emissaries into fields they need not till.

Meanwhile, four-year institutions should limit their nontraditional programs to the upper division, leaving lower division programs to junior or community colleges. And if the two senior college segments -- the University of California and California State University and Colleges -- are not allowed to lower their entrance requirements, leaving the community colleges to absorb the new enrollment means that community colleges will have white as well as black and brown students.[10] On the other hand, if

the senior institutions are allowed to combat declining growth rates by lowering their criteria for admissions, there is the prospect that it will be mainly white youth who have the money to go into the four-year colleges or universities.

What is here being advocated, to review, is that for the decade 1973-83 no new campuses be added either to the University of California or the California State University and Colleges, that little or no growth be permitted for these institutions in their "regular" campus programs, that the only exception of consequence be in the area of nontraditional studies or variations on the themes of the "open" university. Furthermore, it is proposed that California junior or community colleges be permitted controlled growth, within existing campuses and through additions of new ones. This segment of the total system would not develop the extended degree notion beyond the limits of service areas set for each college, and the senior institutions would stay away from lower division extended degree programs.

III. THE COLLEGE OF CALIFORNIA -- A NEW PROVISION FOR COMPREHENSIVE ADULT EDUCATION

Perhaps the most important proposal of this paper has to do with the creation of a new dimension in the alternative forms of higher education which are here being collected under the rubric of comprehensive adult education. We propose that California provide a third tier, or a tertiary form of nontraditional higher education, to be called The College of California. It would be distinguished by the fact that its policies and programs would be determined by nonacademic professionals, i.e., by

professionals from occupations other than those directly associated with the educational academy.

At present, administrators and faculty from the University of California and the California State University and Colleges envision external degree programs as just that -- as external provisions for degrees heretofore offered internally. And however innovative the arrangements may be, these educators mean to keep control over both process and outcome. They are, after all, professionals in education and, while they are ready to extend educational opportunities to persons heretofore underrepresented in colleges and universities, they mean to maintain standards and, in the process, their own authority.

But many perceptive observers have commented on the extent to which educational professionalism is an enemy of change. Furthermore, there are other and better ways to encourage education for the general populace. Perhaps leaders from industry, labor, the communications media, the churches and synagogues, federal and state agencies, the art forms, etc., could design alternative programs in higher education that would be better, at least for some people, than programs set up by professional educators operating out of, and in the interests of, established educational institutions. Corporate management and organized labor have been engaged in educational programs for a long time -- as have churches and proprietary training schools. They offer resources that must be used.

It is urged, therefore, that the Legislature authorize establishment of a commission or board whose work it would be to put into operation comprehensive adult education programs in higher education designed and implemented by nonacademic professional leaders from various segments of society. This board should have statutory power over its programs, thus

making possible the release of federal money for support of such an alternative, nontraditional college. There could be state accreditation for third-tier programs, or perhaps the regional accrediting association would sanction The College of California.

The people's program, so-called because it would be useful in breaking the certification lockstep and might be attractive to the general public, could be very eclectic -- contracting for one curriculum in a public institution and another in a private institution, employing instructors from conventional colleges and universities or out of industry, the media, or wherever the best personnel could be found. The new institution would be small in terms of its own facilities or faculties, but large in its outreach and resources.

When, in 1971, the Newman Task Force issued its Report on Higher Education, the Commissioner of Education, Dr. S. P. Marland, asked that a second task force make specific proposals for implementing recommendations. That second report has not yet been released. It is known, however, that Frank Newman and his colleagues will include among their recommendations a call for new educational enterprises -- "differing types of colleges, sub-colleges, and programs designed to help the increasingly diverse spectrum of students find colleges whose learning style, mission and curriculum meet their individual needs."[11]

The plan briefly described here, for an institution whose policies would be determined by nonacademic professionals, whose programs would be designed specifically from the public perspective to meet the educational needs of the people, is an alternative at the state level to the Newman group's encouragement of federal initiative regarding new educational enterprises.

In addition to the triadic arrangement just described, all phases of which would be public sponsored, the University Without Walls [12] is a model in nontraditional education that may be a harbinger of cooperation between publicly and privately sponsored educational institutions.[13]

The time has already come when colleges and universities under private auspices are becoming "public" through their widespread and growing dependence on federal and state aid. Meanwhile, public institutions of higher education are finding, in a time of fiscal stringencies, that it is expedient for them to seek supplementary funding from foundations, benefactors, and other forms of private philanthropy. It is difficult now, except for the nimble-witted, to justify the rigid separation of the "private and public sectors." Perhaps the time is near when this distinction will be seen as arbitrary and dysfunctional, and comprehensive adult education will become the responsibility of the whole society, with all of the major institutions of that society joined together in wide-ranging and long-term educational services.[14]

There are at present two alternate ways of organizing comprehensive adult education for the State of California. Both are somewhat attractive, although neither seems viable at this time.

One option calls for establishing a new segment or agency to be given exclusive responsibility for nontraditional programs. This would be an administrative agency, authorized to develop its own programs or to coordinate programs in existing institutions.[15] The rationale for such an arrangement centers in the likelihood that nontraditional programs left in the hands of campus administrators and faculty will become more and more traditional. This new segment would assure, it is said, new departures; but two problems associated with the proposal seem to defy solution. One

is that the existing public and private segments, the University of California and California State University and Colleges in particular, have already made too heavy an investment and gotten too far into external degree programs to withdraw. The proposal for a new segment represents a direct threat to their participation in what almost everyone acknowledges to be the best avenue for expansion in higher education for the next decade. The other problem is that a new segment run by academic professionals would simply perpetuate, if not compound, the closed shop approach to comprehensive adult education with which we are already plagued.

The second of the alternative ways of organizing for a broader concept of higher education is to locate all nontraditional programs in regional consortia. This is an attractive possibility, one already anticipated by the Union for Experimenting Colleges and Universities and the University Without Walls.[16] It might, as has been suggested, help to counterbalance California's highly segmented system. But the achievement of a western consortium is complicated by the need to involve institutions not only from other states, but from divergent educational systems. California should first put its own home in order. Later, as other states become organized, and California is ready, the consortium idea can be pursued.

IV. FACILITIES AND COMPREHENSIVE ADULT EDUCATION

To restrict the construction of campus facilities and plan for the growth of new on-campus programs while encouraging broadly-based educational opportunities for more people by utilizing off-campus resources, means that facilities for postsecondary education will need to be secured in the larger

community.

There is precedent for colleges making use of libraries, civic buildings, community centers, museums, elementary, and secondary schools. It would be possible to rent or lease space in churches or synagogues, businesses, and industrial laboratories. And the financial savings could be matched by other benefits accruing from this sort of campus-community interaction. There would be less ignorance and misinformation, more experiential knowledge, and hopefully, better relationships because of closer, more purposeful contacts.

V. EXTENSION/CONTINUING EDUCATION

In connection with the development of nontraditional programs as the principal means of expansion for four-year institutions during the next decade -- a development designated, to recall the broad connotation given it at the outset, as comprehensive adult education -- it must be emphasized that a truly scandalous situation will result if the Legislature does not require existing Extension programs and Continuing Education to integrate with the broadly-based teaching and learning modalities that are being grouped together in nontraditional studies.

Because of the peculiarities of their history, faculty in Extension and Continuing Education have a love/hate relationship with faculty of so-called regular programs. Their desire for acceptance at full parity as professional colleagues (with the concomitant desire that Extension or Continuing Education programs be accepted by academicians as having intellectual integrity) seems to be matched by a fear that they will be

swallowed up by the powerful on-campus academic establishment. It is sometimes argued, therefore, that Extension or Continuing Education program officials should not worry about academic credit or credibility with campus traditionalists. Independence, it is said, is the only protection for innovation. Yet, with some notable exceptions, what Extension or Continuing Education has produced is more imitative than innovative. (The University of Oklahoma's College of Continuing Education was an early and noteworthy exception to this criticism. The University of California Extension has also been innovative.)[17]

To Extension and Continuing Education exponents, it seems that now their time has come, that the emerging nontraditional forms of education are not much different from what they have been offering for a long time, that this current burst of interest in nontraditional, off-campus education, and the money it is generating, should be channeled through existing provisions, through Extension or Continuing Education. Regular faculty, however, suspicious about the academic adequacy of such programs and loath to give away power or control, are hesitant to follow this course of action. Consequence: both elements on campus, the established faculties and the Continuing Education leaders, are rushing across the state staking out unclaimed (or unregistered) territory. This is an intolerable situation, wasteful of manpower and money; and the Legislature should mandate an integration of planning and activity by these needlessly estranged relatives.

The outcome of this integration need not be domination of one element by the other. Each has contributions to make, each is equally important.

VI. FUNDING

Nontraditional adult education programs must have full parity in funding. They are not to be financed by student fees, as are summer session, Continuing Education, and the extended degree programs of the California State University and Colleges and the University of California. Educational programs worthy of our citizenry are worthy of the state's financial resources; this is where money saved by holding the line on campus expansion in facilities, instructional budgets, and support budgets, should be spent. To propose a comprehensive adult education program is not a move to save the state money so much as it is a way to redirect and better apply the state's heavy but proper investment in the education of its people.

VII. ASSUMPTIONS INFLUENCING FOREGOING RECOMMENDATIONS AND DEVELOPMENTS EXPECTED AS CONSEQUENCES

Assumptions affecting the preceding proposals include the expectation that (1) the presently declining rate of enrollment increase will continue to drop off and become negative in the 1980s,[18] and that new clientele will be sought; (2) fewer youths in the decade ahead will be interested in conventional programs on established campuses; (3) there will be further "debasement of the academic currency", i.e., the reduced likelihood that college degrees will assure passage into preferred jobs, as has been assumed in the past; (4) there will be increased competition for tax revenue and public support in the expanding fields of health services, environmental improvement, K-12 education, etc.; (5) it is apparent that some educational institutions, or multi-campus systems, had been overdeveloped during the

"golden age" -- 1955 to 1966; (6) other institutions of society have the potential to become avowedly educational institutions.

Developments expected as consequences of the aforementioned proposals include (1) the emergence of new leadership for higher education through a redistribution of duties, the introduction of new personnel from other agencies or institutions, and the general reorientation that will accompany changes of the magnitude proposed in this paper; (2) education for a new clientele -- older people, younger people, all of whom heretofore have been underrepresented in conventional institutions of higher education; (3) improved attitudes toward postsecondary education in the general public as a result of their greater policy involvement and personal participation in educational programs; (4) campuses changed from "centers of learning" to "learning centers"; (5) the notion of educability and commitment to lifelong learning will emerge as primary educational goals; (6) established, on-campus, traditional programs will innovate and improve to become pacesetters for newer, off-campus, less familiar programs or they will lose effectiveness and influence, leading to their demise or radical reorganization; (7) "credit banks," plus federal or state provisions for degrees will mean a further reduction of direct faculty intervention in student learning, and self-paced learning will increase; (8) at least 10% of undergraduate learning will be gained through computer-assisted instruction, video-cassettes, instructional television, and other communication media (telecommunication is popular),[19] (9) the upward tendency in student-faculty ratios will continue and will prove to be tolerable, with the acceptable norm possibly approaching 20-1; (10) moral education, or education for character will again become respectable, and because education will again become the responsibility of the whole society, it will be possible to avoid the problem of narrow indoctrination or sectarian

usurpation. This idea will be developed further.

Until the 20th century, education for values was the responsibility of the entire community. There was an American ethos which bridged the separation of church and state (although never formalized enough to be called an ethic), and educating youth in this ethos was everybody's business. It did not occur to Thomas Jefferson or Horace Mann, for example, that schools or colleges should be value-free; or that they were unique among those societal institutions, including the home, church, and branches of government, which had educational functions.

Not until John Dewey was it seriously argued that educating the citizenry in society's values (and Dewey did have favored assumptions about the individual in a democratic, industrialized society) was especially, even singularly, the responsibility of established educational institutions. But as the American home and Christian churches steadily lost authority, and the spirit of community concomitantly waned in American society, schools and colleges became in fact the paramount if not exclusive means of educating youth for social attitudes as well as for societal occupations.

The institution of higher education in particular, far from standing independent of values or of value-laden conceptual and methodological orientations, became perhaps the principle instrumentality for inculcating in the young certain interpretations of the American ethos. Also, schools and colleges increasingly were seen as special places, unique in their educational importance.

Thus, in this country and this century we have broken traditions dating back at least to Plato -- that the educating community is the community at large, that all the major institutions of society must be educational institutions.

This transition, which has amounted to a transformation, was not effected by perverse educators lusting for power, any more than it has been maintained by educators operating in the arrogance of power. Schools and colleges, through their leaders, responded to a need with a service. They would serve the needs of society -- for a sense of shared values, for an institution which would transmit to youth that cultural rationale. And, in fact, they have served well. What others did not do they tried to do, and thus gained a virtual monopoly on education for values.

Now, however, in the last third of this century, we come to a time when there are unique demands which these educational institutions are incapable of meeting.

Many scientists are contending that pollution of the natural environment must be reduced. Unless trends are reversed, damage to the ecosystems will be irreversible. And this problem, as we know, is matched by others equally hazardous -- urban decay, overpopulation (in the world, if not in our country), racism, dehumanization.

Solving these problems will require that organizational changes be matched by attitudinal changes. Our condition requires, for example, that the spirit of unqualified acquisitiveness be modified and that a more modest standard of living be encouraged. But how can such fundamental changes, at the level of individual values, or in a nation's collective state of mind, be achieved in a short span of time? Business and industry cannot do it alone, nor can state or federal agencies, the media, labor unions, churches and synagogues, the arts, and certainly not educational institutions. We will solve our problems only through collective action, working together toward changing attitudes and interests; otherwise, the aforementioned problems and current dominant values will destroy society.

The challenge, then, is for industry and business,[20] federal and state agencies, media and the arts, churches, schools, and colleges to join in formulating policies and generating activities that will assure a future for mankind. These agencies and institutions must consciously assume educational functions. They will teach not only skills, but also attitudes appropriate for a new environment. Education will once again become the responsibility of all components of organized society, as the search goes on for values appropriate to America's future, as well as for ways to bring the total resources of this society to the task of educating for values.

While professional educators have no more than other segments of society to contribute to this leadership coalition, our schools, colleges, and universities do offer the best locations for disparate interest groups to come together, to synthesize responses, and to organize programs for action. Educational institutions have a special utility -- and not only as brokerage houses which simply handle the transactions generated elsewhere.

Another service, especially appropriate for universities, is to take the lead in critical analyses of present responses to current urgencies. This, of course, they have sometimes done. To that task should be added the responsibility for making probes of alternative futures. Universities have the resources, human and material (also the time) to engage in preliminary explorations of alternatives which may help to transform the values of postsecondary education and society itself. If universities organize their programs around issues of such magnitude, they guarantee their participation in determining new paradigms and appropriate values and in educating for them.

But will educators cooperate? Will they support a course of action which leads to a diminution of their status and influence? They have

enjoyed a near-monopoly on education. Can they be expected to surrender it willingly?

The signs are not encouraging. Recall developments in nontraditional studies. Today society stipulates that no person shall be denied a college degree for reasons of race, creed, or class, or for reasons of age, location, or aptitude. Nontraditional educational programs are at present an expanding response to this decree. But recall, too, how traditional most nontraditional programs are. They may present classes in unusual places and have them taught by unusual people; yet academic professionals retain control over certain key functions. Because the academic currency must not be debased, degrees are given only after assurances that intellectual "standards" have been met and the academic socialization process carried out. Professional educators insist on their right to monitor certification procedures and the awarding of course credits, asserting that this is the only way that institutional integrity can be assured. Nowhere are the traditional underpinnings for nontraditional superstructures more visible than in the extended degree programs of the University of California or the external degree programs of California State University and Colleges. The key words are extended and external. They speak volumes.

Some of these concerns are legitimate. The profession should care about the quality of its services. But there are self-serving features in this service function -- boundary maintenance, status concerns, and the like. These must be eradicated if educators are to help our society make the crucial transition to an educational structure in which representatives of all the people will participate in the formulation of policy, to assure that all the people, as well as their institutions, will share in the quest for coherent values for America and engage in education for those values.

VIII. "CONFLUENT EDUCATION"

Whereas the preceding recommendations and predictions were concerned mainly with matters external to the campus programs of established public colleges and universities, those which follow bear more on internal considerations, especially alternatives in curricula and services.

"Confluent education" is a designation given those endeavors in the learning experience which have as their purpose the unification of mind and emotion, the cognitive and the affective domains, technical competence and human sensibilities.[21] Programs with these objectives should have the support of the California Legislature.

Higher education has for too long fragmented the learning experience and separated the student's head from his body and emotions, primarily because of the subject-matter division of teaching and learning, with the resultant departments and professional specializations. Emphasis on the life of the mind, with the related goal of cognitive rationality, has had the effect of causing the student's body and spirit to atrophy or of forcing him to go elsewhere to meet needs in these noncognitive areas. At best, colleges and universities have compartmentalized the life of a student, requiring that the mind be nurtured through rigorous academic disciplines, especially the natural sciences and social sciences, with emotive needs supposedly satisfied in the arts and humanities, and the development of the body left to physical education, dance, or various intermural activities.[22]

Confluent education does not mean the substitution of soft, structureless, spontaneous, improvisational teaching and learning for the more organized, sequential, disciplined inquiry that has characterized higher education. Once again, as with established and alternative forms, the outcome need not be either/or. What is being tested in certain curricula (in the

Humanistic Psychology Department of California State College, Sonoma, for example), what is being supported here is a sustained effort to restructure educational programs and infuse them with sufficient spirit to redress the imbalance between the cognitive and affective so as to make possible education of the whole person.

Very belatedly, the realization is emerging that it is not necessary always to proceed from the mind to the emotions. It is also possible, even desirable, to go from the emotions to the mind. It is out of human sensibilities that motive force comes; it is the life of the spirit that stimulates vision, creativity, and images of the future. At a time of uncertainty about the adequacy of existing educational models and individual as well as historical precedents, there is special reason to encourage whatever may contribute to the creation of alternatives.

The challenge for California colleges and universities is to provide, first, curricular options that are blends of older and newer methodologies, providing for both "head trips" and "gut learning"; second, options in which emphasis remains on traditional modes of learning as well as on the traditional intellectual outcomes; and third, options featuring humanistic psychology, simulation, various approaches to self-realization. All of these options should be available in California institutions of higher education.

It would be useful for the state to sponsor a conference on experiential learning and/or confluent education. It is important to share what is being done, to give it visibility, and to dramatize support for programs of this order. In connection with such a conference, research on assessment procedures for these alternative forms of higher education should be sponsored and evaluated. At a time when the A to F grading procedure is collapsing,

along with exclusive emphasis on cognitive learning, there is need for disciplined inquiry into the effectiveness of alternative modes of teaching and learning, of grading and testing.

IX. REFORM OF THE "CORE"

Related to, yet separate from the development of confluent education is the need for reform at the "core" -- the liberal and general education programs taken by on-campus undergraduate students.

At most colleges and universities, general education has no unity or coherence. It is the ill-formed offspring of an immoral union of competing interests. Faculty trade-offs determine content more often than educational philosophy. Consequently, the general education program is usually a disparate collection of courses drawn from departments in the three divisions of the liberal arts, from which students are invited to select a sequence of courses that will satisfy the requirements.

The rationale most often heard for this arrangement, a justification of sorts, is that general education is meant to provide students with an opportunity for exploration, i.e., a chance to test introductory subject-matter in the various disciplines so as to be better prepared later on to choose a major. But such a rationale is really a justification for the departmental organization of knowledge and not a defense for general education. Under such an arrangement, the student's involvement in general education is not validated on its own merits, but only as an initiation rite into the fellowship of specialization. No wonder general education programs are weak and ineffectual. John the Baptist may have gained fame by pointing beyond

himself to Jesus. General education never will. What it points to, under this light, is the false messiah, and what it fails to reveal is its own reason for being.

General education should have its own integrity, as should the liberal arts. They do not serve something else; they are served by all the disciplines. They are not the entryway into subject-matter cubicles, but the great hall where various specialists gather to celebrate civilization.

It is through the programs of liberal and general education, when these programs really work, that students gain appreciation for cultural traditions and develop a sense of history that familiarizes them with the timeless themes -- love, beauty, hope; hate, ugliness, despair. The educated person has an awareness of options -- social, political, ethical -- and more, as has been argued earlier in this paper, the educated person has the ability to choose among the options, exercising a capacity for good judgment. This can only be done when personal feelings and wants are put into a larger context, when information and insight are drawn together. This achievement is the goal of general and liberal studies -- to make students aware of their own assumptions or values, as well as those of others, so that they not only know where they themselves stand and what they cherish, but also where others are, and what it means to live in the presence of pluralism or substantive diversity. Through all, general and liberal education help all members of the academic community to concentrate on what they have in common -- now, and what they share with the societal context and their institutional constituency -- now.[23]

Of course, we have not achieved the preceding objectives, and we will not be able to reform general and liberal education until concern for philosophy, theory, goals, and purposes are again legitimized. The "growing

edge of knowledge" must be balanced by a "growing center of knowledge." An action orientation has today become dominant. It is considered antiquarian to be interested in theoretical conceptualizations, in words and their meanings, in resolutions and their enactment. But there is nothing more practical than good theory. It is important, therefore, that the Legislature show by its rewards and sanctions that leadership in California colleges and universities involves more than management, that reflection and contemplation, ideas and themes are highly favored, that faculty and administrators willing to work in these intangible and unquestionably important areas have respect and authority.

X. PROBLEM/THEME CURRICULA

Concern for the "core" can be extended to mean concern for all of the undergraduate education provided on conventional campuses through traditional programs. As stated earlier, although there will not be reasons or resources to expand campus-based curricula in the next ten years, there is sufficient need for the reform and improvement of existing programs to more than utilize available ingenuity.

Since graduates will likely change vocations several times in their lifetimes, and since, after all, it will be the graduates from "regular" colleges and universities who will usually man nontraditional or comprehensive adult education programs, it is in the interest of the students themselves and in the interest of those with whom many students will later work to learn the full meaning of lifelong educability. Chances for success with the newer forms of education are reduced if college graduates provide a

poor example of sustained interest in learning. And here is the point: If lifelong educability is to be the hallmark of the college graduate, major changes in present educational practices are necessary. Few would claim that prevailing arrangements encourage an interest in important literature, develop support for the arts, result in sociopolitical involvement, a more humane style of life, or other attributes we associate with the educated person. Education for educability is the goal.

How to achieve it? One suggestion is to feature a problem/theme organization of the curriculum. The Evergreen State College in Washington offers an opportunity for 100 students to work with five instructors for up to a full academic year on such topics as "Causality, Freedom, and Chance."[24] None of the faculty is a subject-matter specialist in this program. Everybody is a learner, albeit some stronger in certain aspects of the subject than others. Also, this approach is closer than the conventional organization of learning is to the way life's major concerns are grouped. Life does not come to us in anything resembling the forms of the subject-matter disciplines.

In one way or another, attempts should be made to bring faculty out to the borders of their specializations and, more, to bring them into contact there with others who come to the same concerns from differing perspectives. Students in a multi-disciplinary environment are required to sort options, consider rival methodologies, determine purposes, untangle jumbled thoughts. In the process, they are helped to develop a capacity for good judgment -- and this is the end to which all knowledge is the means.

Present teaching/learning modalities emphasize lectures, laboratory demonstrations, seminars, occasional independent study, and some slight use of communications media. In the future, more use will be made of alternatives--simulation, encounter groups, educative technology, more student-designed

and peer-led courses, mutually arrived at teaching and learning contracts (involving students and faculty), more collaboration between professors and students in the organization, and implementation of all learning arrangements.

Fairhaven College at Western Washington State College offers a curriculum comprised of three subdivisions: the Fairhaven courses, Individual Studies, and an Area of Concentration. At the Residential College, University of Michigan, diverse cross-disciplinary offerings replace the conventional curriculum, with students and faculty sharing organizational responsibilities.

One of the distinctive features of this time in which we live is the interest shown by youth, and increasingly by older adults, in self-realization and interpersonal relationships. It is as though young people today are incapable of concentrating attention on anything else. The special task of adolescence is, and always has been, to determine one's characteristics and interests, to decide the resources one has to bring to personal and public life. However, until recently it has been assumed that by ages 17 or 18 this self-exploration would be completed and that, by the time of the college experience, youth should be ready to think beyond themselves, to take up vocational and social concerns. Now, though, it seems that this quest for self-authentication is being extended in time, at least into the college years, and perhaps through them and throughout life. This prevailing condition is expressed by two questions that are constantly being raised: What do you want? What do you feel? If it is what you want, if it feels good, do it.

Another curricular alternative with merit, if the prevailing mood is accepted as normative, would be to make the first year of college a time of self-investigation and self-realization. Give youth several months in which to concentrate on themselves, but with the expectation that the

college or university would require that the remainder of the undergraduate years would feature the more conventional intellectual/academic endeavors. If the cognitive and affective tasks cannot go forward concurrently, then, as has been done with general education and departmental specialization, these twin concerns can be treated sequentially -- first the affective, then the cognitive. Wherever student-designed curricula are in effect, such as at Raymond College, University of Pacific,[24a] this is what actually happens. Attention is concentrated first on the personal and interpersonal; later it may shift to the social and political. Students interested in vocational training, those who think that the degree should metamorphose into dollars, do not usually enter these colleges.

XI. THE DYNAMICS OF SIZE

In reforming the "core," consideration must be given to the dynamics of size. There is evidence that, beyond certain parameters, large size produces no great economies, while it does raise obstacles to effective teaching and learning. The ever-diminishing advantages of quantitative growth are offset by qualitative attrition.

It is proposed here that larger colleges and universities be subdivided along the lines set by the cluster college concept. Three ways of implementing the concept are available: First, it can be done by divisional or departmental subject-matter segments, a familiar and viable organizational option. A second way is to subdivide according to procedurally innovative units; for example,a college may feature seminars and independent study. The third way is to allow value-oriented sub-units. (And not every element

of the institution, in any of these alternatives, need be located on the home campus.)

Everybody these days is talking about creating curriculum options, choices for the student, and institutional diversity that will reflect cultural pluralism. The Carnegie Commission Report, Less Time, More Options, is a statement of these themes, a response to a justifiable anxiety about fear of institutional uniformity and instructional conformity.

But the reform emphasis is almost always on procedural variations rather than on programs marked by differing principles, values, or educational philosophies. There is a calendar variation here, a regrouping of subject-matter there. Would we dare in California to encourage more substantial diversity? Willis Harman of the Educational Policy Research Center, Stanford Research Institute, and other perceptive observers argue that the world macro-problem requires changes at the level of fundamental American values.[25] Where can probes of such alternatives go on? Where can they be studied, assessed, and tested experientially?

It might be well to encourage an institution such as the University of California, Santa Cruz, to have colleges organized, not only by the classical division of the liberal arts, but by themes of current urgency -- ethnic studies, conflict resolution, environmental studies, the quest for new communities, religious studies, rival political alternatives.

The cluster college concept, introduced in one form or another by now at more than 100 institutions, is useful then not only because it is a way of keeping educational units to a manageable size, not only because it is likely to improve communication and esprit within a college, but more importantly, because it is a means of allowing for differences and heterogeneity.

To review, substantive variety can be provided at several levels:

-- in modes of teaching and learning, i.e., by lectures, seminars, independent study;

-- in the organization of the curriculum, i.e., by departments/divisions or problems/themes;

-- through methodological differentiation, i.e., the empirical, analytical; the emotive, experiential.

Cluster colleges can be organized to provide the means for probing alternative forms and for testing the meaning of diversity and pluralism in American educational life.

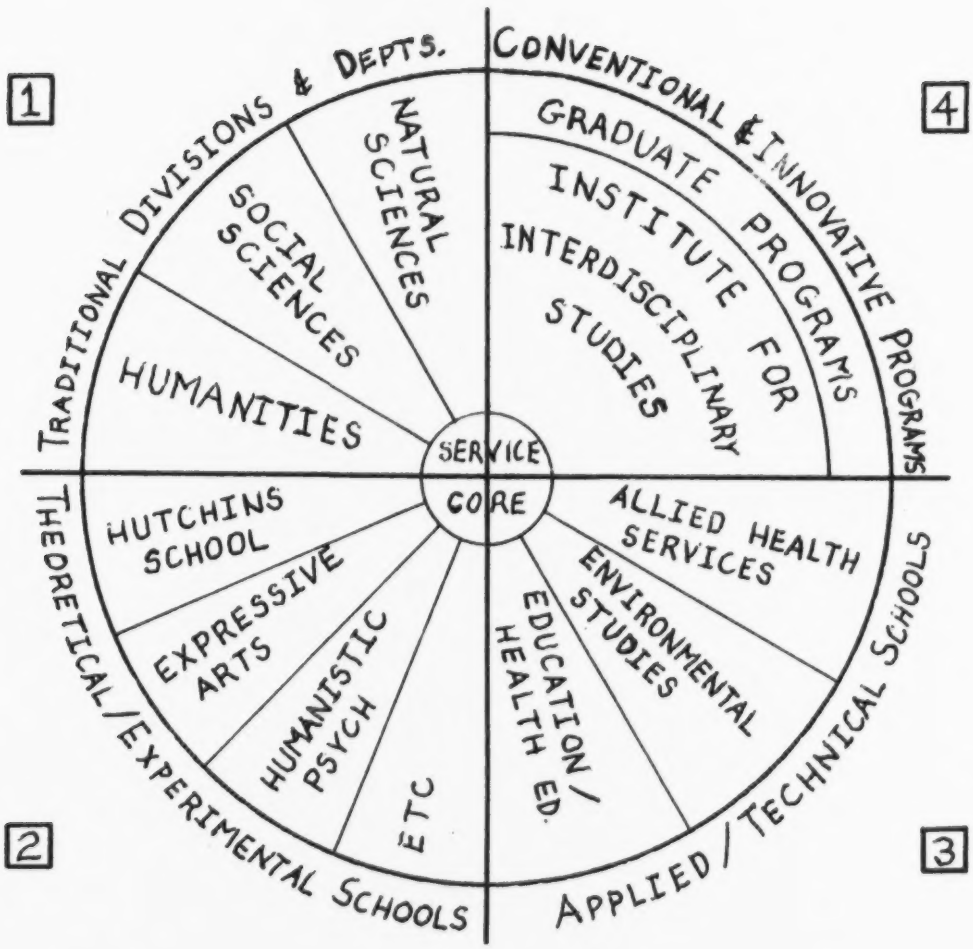
And this concept can be a means for the internal reorganization of an established college or university to effect substantial changes without the investment of new money and without an intolerable dislocation of faculty.[26]

California State College, Sonoma, has what is called the Old School (with 29 departments, 8 graduate programs, 4,000 students, and about 300 faculty). The college also includes three cluster schools, Hutchins School of Liberal Studies, The School of Expressive Arts, and The Environmental Studies School with approximately 600 students and 40 faculty. It would be possible, and perhaps desirable, to reorganize and "expand" Sonoma as indicated in Chart I.

The first quadrant, or approximately one-fourth of the college's instructional budget, would be reserved for conventional forms of instruction and evaluation through departments organized within the classical divisions of the liberal arts.

Experimental modes of teaching and learning, with subject-matter arranged by problems and themes, would be features of the cluster schools in the second quadrant of the diagram. Here experimentation is defined as

CHART I


1
TRADITIONAL DIVISIONS & DEPTS.
NATURAL SCIENCES
SOCIAL SCIENCES
HUMANITIES
4
CONVENTIONAL & INNOVATIVE PROGRAMS
GRADUATE INSTITUTE FOR INTERDISCIPLINARY STUDIES
SERVICE
CORE
2
THEORETICAL/EXPERIMENTAL SCHOOLS
HUTCHINS SCHOOL
EXPRESSIVE ARTS
HUMANISTIC PSYCH
ETC
3
APPLIED/TECHNICAL SCHOOLS
EDUCATION/HEALTH ED.
ENVIRONMENTAL STUDIES
ALLIED HEALTH SERVICES

new means to new or "unknown" ends; the emphasis is on process and even institutionalization of change. Obviously, there can be gradations of radical teaching here. Some schools, in fact, may even feature old-fashioned modalities -- seminars and tutorials. But, generally, radical probes of alternative educational futures would go on in this sector of the organization of California State College, Sonoma.

Because the college is also sure to be service-oriented, with students and faculty committed to work/study, field experience, and experience-based learning, the third quadrant would contain schools where applied/technical curricula predominate. (Work/study, experience-based learning, etc. may also be aspects of the more experimental cluster schools, but usually they would show less of a job-orientation.) Innovation, for our purposes, is defined as new means to established ends; the eventual outcome is thought to be known. What is being tested are the different ways for achieving that end(s).

Innovative cross-disciplinary programs, which may or may not one day lead to the establishment of a school, could be based in the Institute, positioned in the diagram at the fourth quadrant, where India Studies, European Studies, Women's Studies, Religious Studies, and other programs may be found. Here, as elsewhere in the college, faculty leaders can emerge from any of the sectors -- traditional, experimental, innovative -- to work at a program in the Institute for, say, three years before returning to their original department or school.

Graduate programs at Sonoma may, in this conceptualization, occasionally serve the interests of the traditional disciplines and their advanced training, but these programs would more often be graduate-level extensions of work done in applied/technical schools or, even more likely, be synthe-

sizing cross-disciplinary programs involving competencies and methodologies from several disciplines brought to bear on relevant social, political, and moral themes.

In the so-called "service core," the general education and skills instruction requirements would be met, and personnel as well as financial resources would be drawn from all of the college's divisions, schools, and programs, with both senior and junior faculty working in and out of this center. The diagram gives visual emphasis to the core. But the rewards and sanctions of the total college would have to be used to assure its actual significance.

To review: One quadrant represents provision for the continuation of established departments and divisions, with their conventionally oriented faculty. Another shows the college's commitment to applied, service-oriented, innovative schools. A third segment of the instructional resources is reserved for more radical, theoretical, experimental schools. And the final segment is the domain of undergraduate cross-disciplinary programs and those graduate programs justified on the basis of their ability to extend cross-disciplinary, inter-disciplinary, or trans-disciplinary study and research.

All of this could be achieved with the professional personnel now available. And it would make Sonoma not vaguely innovative, but strikingly different; not somewhat relevant, but pointedly so.

A related but less wrenching provision for institutional reorganization is to set up an experimental college within an established university. An example of this procedure occurred at the University of Cincinnati in 1971 when a University Senate Report called for a new college to emphasize the greatest possible flexibility in each student's program. This college was not to be organized according to departments and disciplines,

or limit activities to the campus. It would feature, instead, problem or theme learning experiences. "Rational Communication," for example, emphasizing the skills of listening, reading, thinking, speaking, and writing, would be offered in substitution for Freshman English. Work/study programs, credit for off-campus activities, would extend the learning experience into new geographical and conceptual areas.

This type of innovation is happening all over the country. Perhaps the model which contains the largest grouping of significant options for students and changes for faculty is the program of New College, University of Alabama.[27]

Three other types of semi-autonomous academic units will be mentioned here. One is the satellite campus. Institutions desiring to "saturate" their service area, as well as those with limited space at the primary campus, are attracted to the idea of utilizing available facilities in outlying areas where programs calculated to meet the needs of local people can be set up. If the university has national or even international aspirations, these satellites may be widely orbited. United States International University, based in San Diego, has during the last decade established campuses in several states and countries.

The second type of semi-autonomous academic unit is the intermediary school. This innovation or alternative form is calculated to improve educational experiences for those who find the transition from school to college especially difficult. Since their problems are often related to the repetitive nature of the subject-matter in the last year of high school and the first year of college, the intermediary school may provide an accelerated, more creative curriculum for able students. It can also be designated to help youth who are ill-prepared to enter college and need

training in skills or, perhaps, time for maturation.

Weekend "colleges" are a third form of innovation designed to meet special needs. The merit of short-term, intensive courses has been known for years. This knowledge is now being combined with a new scheduling arrangement to bring learning opportunities to students who, usually because of work obligations, cannot attend classes during the regular weekly schedule. California State University, Long Beach, and more than a score of other institutions are experimenting with ways to use weekend time blocks.

XII. TWO EXAMPLES OF INCLUSIVE INNOVATION, PLUS A TRANSITIONAL MODEL

Two examples of inclusive innovation for campus-oriented institutions and a transitional model are described and analyzed below.

First, a radical model of a university of the future. Although this institution encompasses the usual functions found in present universities, the range and reorganization of those functions makes this university notably different. It is open to all ages; but such an open stance does not mean a paucity either of quantitative or qualitative criteria for measuring the student's or institution's achievement. The institutional objectives of this model are to enhance the individual's potential to develop good judgment and to enhance society's capabilities for continual self-renewal. Rather than withdrawing from its context, the institution becomes more adaptive, flexible, and responsive, characterized by an attitude of continuous search and continuous modification. At present, we have the commitment to the search without the attending modification.

A university serves society best as a critical conscience and a creator of alternatives. As such it must be a center of independent thinking, captured not by special interest groups, but only by its principles. The university, then, is the source of free authority in society, not as an institution isolated from reality, but as the place where the appeal to reason, experiment, evidence -- intellectual, emotional, and imaginative -- can go on continuously.

The first unit of this new university will be systems centers or institutes, challenged to provide integrative planning in sociotechnological systems, i.e., to bring social and technical systems into the service of human goals. Featured will be holistic model building, emphasizing cross-disciplinary knowledge and competencies for creating models and field-testing. Also prominent will be the statement of systems alternatives, or varied processes whereby the goals of the institution or society may be approached. Implicit is the notion of process or change, and that men can, in the best sense, engineer it. Examples of such systems laboratories are ecological systems, urban living, and educational systems planning. Work in these laboratories, while based on realities -- manifest conditions and perceived needs -- would not be contingent on immediate pay-off or present applicability.

The second unit of this new university will be functionally-oriented laboratories. Here more output-oriented work should go on, with emphasis on societal functions and the missions of technology. Persons with disciplinary skills will be employed in relation with others to achieve those cross- and multi-disciplinary team competencies likely to be most effective. Examples of functionally-oriented labs are urban transportation, educational technology, and gestalt therapy, reality therapy, encounter groups, etc., studied together for their potential service in developing human understanding

and encouraging those human potencies required to make systems engineering humane -- including evaluation by disciplined inquiry.

Subject-matter departments have a place in this institution. They are the "custodians" of basic disciplines in the physical, social, and life sciences. It is less certain that there will be justification for the maintenance of subject-matter disciplines in the humanities and fine arts. The new humanities should break up and reorder cells of specialization that are presently walled off from one another. New problem/theme configurations, which recast conventional disciplines without destroying their humanistic traditions, need to be created. Given the future commitment to think and act in holistic terms, existing departmental specializations in the humanities are dysfunctional.

Two consequences of this "radical" university model should be specifically noted: The traditional functions of teaching, research, and service are combined or constantly interrelated, so that these distinctions become artificial. Teacher-student distinctions may be expected to become blurred; relationships will exist between people with special competencies or between those with greater or lesser skills in specific areas. Technical competencies are not discredited, but much less featured than the concept of counterbalancing or countervailing competencies which operate in collaboration.[28]

Many analysts today are seeking ways to increase the efficiency with which education carries out its functions, especially its role in occupational training. A model that is offered as a way of increasing the effectiveness of the institution, and of inducting youth into society, can serve as representative of this emphasis:[29] (1) Every youth should spend the year immediately following high school at college away from home. Society pays whatever proportion of the expenses of that year necessary to

assure that everyone can attend. Beyond the first year, however, higher education is supported solely by tuition. (2) The freshman year curriculum is directed mainly at assisting students in choosing their personal philosophies, goals, life styles, or careers. (3) Years beyond the first one are devoted to occupational/professional training, usually part-time, with the major part of the student's schedule devoted to employment. (4) Few persons are full-time students after the freshman year. As they get older, education takes less time, but students return throughout their productive years to increase or upgrade technical skills. Education and work are intermixed throughout life.

This model may answer the institutional need for economy and efficiency within a technological society, but in so doing could obstruct the individual's propensity for leisure, communication, creativeness, and personal growth.

The change to the radical models outlined previously cannot be achieved easily or immediately, given present professional values and organizational constraints.[30] Hence, we offer a transitional model appropriate for the interval of change. It opens the way to the radical transformation of existing institutions. Curriculum features of this model are congruent with the ultimate aims of future-oriented colleges and universities -- the enhancement of the individual's capacity for good judgment in the presence of substantive options, and the enhancement of society's capabilities for continual renewal or change.

Whereas the western tradition in education has emphasized the college as "a center of controversy within a tradition," now, with the loss of confidence in established traditions, the college for the future could become a place where the individual selects a tradition within a setting of controversy, i.e., amid alternatives. This curriculum, therefore, is

based upon four emphases -- exploration, concentration, integration, and contrast. Table 1 shows the alternative learning provisions of the transitional curriculum model.

The intent of this model is to open up options for the 15% to 30% of students interested in change from the presently dominant conventional curriculum. Perhaps in this way the problem of the creative dropout can be dealt with.[31] The vast majority of students, at least in the immediate future, will stay with the conventional college. Only a minority are ready to innovate or experiment with alternatives. But as they do so, and succeed -- personally and professionally -- the majority may gain courage to try something different.

Because this transitional curriculum presents opportunities to test options that are problem/theme oriented, it should help achieve broader acceptance and institutional implementation of more radical institutional models.

From the viewpoint of principled pragmatism or even unprincipled expediency, it seems self-evident that unless institutions move in the directions specified here, there will be no future for educational systems as presently designed. Educational media will offer courses, credits, and degrees in conventional subject-matter specializations, by television or computer-assisted instruction (CAI), while institutes and centers formed under federal and industrial auspices will draw off the specialized professionals needed for programmatic research. Proprietary institutions already give specific forms of vocational/technical education to 10 million people and may be expected to spread their services to larger and larger constituencies with a cost factor that few complex, diversified, certified educational institutions can match. Industry and the military have set the

Table 1

ALTERNATIVE PROVISIONS OF TRANSITIONAL CURRICULUM MODEL

Years	Conventional	Independent Study	Holistic Program	Field-Action Program	Institute(s)	Vocational/ Technical Programs
IV III II I	Departmental specializations General education	Worked out by the student and his student-faculty committee	Examples: Historical epochs alternative Quest for community alternative	Urban International Work/study Thematic: Health Ecology	Problem-theme research by faculty-student teams	Numerous examples are available

Whereas the conventional program proceeds through a four-year sequence, the alternatives may involve any period of time from a few weeks to the total undergraduate experience.

pattern for training programs and even general education.

The models here presented give established educational systems a future by assigning social tasks to the varied resources of these systems where they can be carried out within the mechanisms provided. If educational institutions do not reform themselves so as to "teach" in the functionally oriented, programmatic approaches described in these plans, professors could soon be displaced on television monitors by professional actors who, with communication techniques that professors cannot compete with, would teach skills or present information according to a textbook organization of knowledge, thereby making conventional teachers obsolete. Professors can justify themselves only by showing they are capable of intellectual syntheses and other assignments that no actor can simulate. And, happily, this is a task that professors are capable of fulfilling.

From the standpoint of modern youth, these models are consistent with two states of being basic to their perspective, i.e., the natural as against the artificial, the fluid as against the static. Other features of youths' life styles, to be sure, seem to contradict these commitments. The use of highly amplified sound systems and electronic instruments for musical effects and emotional expression tend to negate any real commitment to "the natural." But the youth perspective does not deny the utility of technology; rather, youth sense the need for a shift in emphasis: Technology must be brought to the service of man -- sustaining man's body, mind, and spirit. Thus, there is error in charging the youth perspective with being involved in using what it opposes. What is sought after is this shift of emphasis -- bringing technology to terms with man, rather than the reverse. The consequence of adhering to these models will not be the destruction of technology, but destruction of the technological society -- that society

known best for allowing its means to become ends. A corollary will be the redistribution of priorities leading to a better use of technology.

Acceptance of these alternative models will not mean the removal of leadership, the need for authority, respect for order, organization, and discipline. Rather, redesigned structures and functions will make provision for leadership to emerge in a diversity of styles; for authority based on technical competence and human sensitivity to replace authoritarianism based on age, titles, organization charts, and staff docility; for order, organization, and discipline to be achieved within alternative forms that better reflect the pluralism of society and the diversity of needs represented in the life of individuals and society. There will be no repudiation of principles, philosophical or political, conceptual or organizational but, rather, a reordering of them.

Another consequence of acting on these educational alternatives would be that many features of existing operational models could be salvaged; the resources of present sociotechnological and educational programs, and the energy, creativity, and adaptability of established personnel and operations, could be employed to achieve different and better goals. Reference is frequently made to the ability of the Establishment to encapsulate reform efforts or co-opt them for the benefit of the system. But the reverse also can be realized. The best of present social and technological systems can be captured and brought into the service of a new culture.

We call for a radical reallocation of priorities and resources and the utilization of a transitional model of curriculum organization that will lead to educational systems appropriate for a different future. We urge reform leading to transformation. We believe that these proposals are

relevant to the needs and problems of present educational systems, to socio-political and individual developments for the future, and to the reassertion of the relevance of hope. Changed men are beginning to change institutions. New institutional systems will accelerate changes in men.[32]

XIII. ACCRETIONAL FORMS OF INSTITUTIONAL CHANGE

There are numerous innovations that represent piecemeal, accretional forms of change. But they should not be ignored. Consider, first, possibilities in scheduling.

Controversy rages these days about the significance of time blocks for the learning experience. Is there a certain period of time which is mandatory for effective saturation and maturation in the subject-matter fields of higher education? Traditionalists say, "Yes." They favor schemes that measure the adequacy of the learning experience by reference to how much time students and faculty are in contact with one another. The 50-minute Carnegie learning unit remains standard in most institutions. Thus it is possible to determine that, say, for the semester system, the B.A. degree will be offered after the accumulation of perhaps 124 units of credited work.

Also, the structure of educational opportunity is still usually divided into quarters (10-12 weeks), terms (12-14 weeks), or semesters (14-16 weeks). These are then put together in a four-year learning package.

Now, however, flexible alternatives are being tested. Competency, not credit, is a current theme. The National Science Foundation has awarded

$733,000 to Worcester Polytechnic Institute (Massachusetts) to implement a flexible curriculum that eliminates traditional course and degree requirements and substitutes individualized arrangements keyed to the goals of students. Degrees will be awarded upon demonstration of competency -- completion of two independent study projects, one in the student's major field of interest and one that relates the student's major to a social problem. The student is also subject to a comprehensive final assessment made on the basis of approximately a week's work on a problem assigned him by the evaluating faculty. The emphasis is put on method, processes, resource utilization, principles, and theory.

The newest state college in Minnesota, located at St. Paul, is Metropolitan State College. It too scorns conventional procedures, having no required courses, grades, set periods for study, or units of credit as degree currency. Nor is there an elaborate campus. Facilities are scattered; the faculty is unconventional; degrees will be awarded on the strength of a student's demonstrated achievement in a field of interest. Also, a comprehensive "narrative transcript" will be compiled for the student, giving faculty who vote the degree a detailed record for each candidate.

An important way of effecting far-reaching changes in established institutions of higher education is to make a change in the academic calendar.[33] Lectures, course procedures, teaching and learning patterns are automatically influenced by such a change. Colorado College, in 1968, put in a variation of the modular calendar. Courses vary in length from 3 1/2 to 10 1/2 weeks; faculty schedules have been rearranged accordingly; and students take one or two courses at a time. Formats of study vary: Some courses are pursued fulltime by the student and professor; others are "half-courses," which the student takes two at a time.

In many colleges and universities today, degrees can be earned in three, four, or five years; students proceed at their own pace, not at that prescribed by tradition.

Flexibility in evaluative procedures is also increasing. Present practice, at the institutional level, tends to follow the well-established reliance on regional accrediting associations for undergraduate colleges and the professional accrediting bodies for most professional programs. These procedures are under heavy attack now because of the questionable nature of criteria employed and the rigidities they impose.

Alternatives offered range from (1) no institutional accreditation, to (2) indefinite accreditation for programs in institutions which are pursuing set definite goals, to (3) the practice of allowing professional bodies, industry, etc., to set standards for employment and test applicants themselves. Many authorities advocate wider representation on the teams that make site visits to institutions seeking accreditation, as well as wider representation on parent accrediting boards.

Evaluation for the individual student has been based on an assumption that, in a class or for a course of studies, there is a body of knowledge to be mastered and that the means for assessing its mastery are available. Examinations and tests, reports and papers, have been and still are commonly employed to this end.

Alternatives to evaluations of this sort concentrate on individualizing and making personally useful the whole process of assessment. Means for student self-assessment are being added to the professor's evaluation. Some colleges and universities are asking for a portfolio of a student's work -- his papers, his own evaluations, reports from his peers, detailed statements from various sources calculated to show strengths and weaknesses.

This is the procedure being followed at New College, University of Alabama.

The Committee on Undergraduate Education, Brown University, (1971) has urged:

> All courses will be graded either on a Pass basis or on an A, B, C basis...A student enrolled in a course designated by the instructor as an "A, B, C" course may opt to take the course as a "Pass" course. The student's option must be exercised before midsemester.

It is evident in faculty circles that confidence in the traditional A to F grading formula is badly shaken, if not completely shattered. Many still hold to the old way even though they have little confidence in it. The familiar is preferred to the unfamiliar. But nearly everybody acknowledges the need for alternate and better student assessment provisions.[34]

Today, attention is also being directed to improving means for the evaluation of faculty and administrators. Colleague assessment within departmental or divisional structures, done largely on informal and impressionistic terms, has characterized the collection of information on which faculty advancement and tenure decisions have been made. It is a procedure with obvious deficiencies, particularly as it encourages cronyism and conformity.

Efforts are now being made to test alternative arrangements: contracts between institutions and faculty; assessments of classroom effectiveness by planned, structured colleague visitation; student evaluations of teaching effectiveness using specially designed questionnaires. Alternatives to tenure, such as three-year contracts leading to longer but specified contract periods, are being studied and tested. Hampshire College in Massachusetts and Empire State College, SUNY, have "growth contracts" for faculty. This arrangement dictates that every faculty member will state, at four or five year intervals, his professional goals for the next interval, even if he is on tenure. There are no one-year initial appointments. New faculty are

given a reasonable period -- three or four years -- to show that they can or cannot do what they agreed to in their original contracts.[35] The assumption behind all of this is that faculty, like institutions, are growing, changing, ever in process, and that such a contract will help faculty design and carry out evolving professional ideas and interests.[36]

As access to our colleges and universities is open to more and more youth and to older people, the counselling process becomes ever more important. Present practice shows a preference for the professionally-trained, academically-oriented counselor. But this type of person may not be most effective, especially with the new students. Such counselors tend to support and reinforce status quo values and procedures, and individual student interests may be minimized while institutional expectations are reinforced.

There is considerable controversy about the extent to which members of a counselling center should intervene in a student's value orientation or work actively to enlist students in changing social systems. Nevertheless, the passivity is gone, the use of counselors to reinforce established societal or institutional expectations is declining, and a more active role for counselors is being shaped. Also, programs have been started to supplement professionals with paraprofessionals or peer counselors, as well as to train faculty for this form of service.

Other means of improving teaching effectiveness and the environment for teaching and learning include:

-- Special incentives for faculty who teach one new course per year or who teach an old course in a radically different way. The purpose here is not to encourage a proliferation of courses, but to put into effect the awareness that faculty are often at their

best with subject-matter that is less familiar to them than their regular course material. Also, by these arrangements, faculty can become examples of learning and better role models than they might otherwise be.

-- PSI, or Personalized System of Instruction, which is based on the notion of positive reinforcement and personal rewards for success. It involves providing students with study guides (sample problems, questions, outline and reference materials); tutors who are usually older students with experience in the subject under study; and proficiency exams to be taken when the student thinks (s)he is ready. This is another variation on self-pacing programs that give to the student the initiative and responsibility for learning and succeeding. An important corollary is that it reduces or eliminates lectures and makes possible new roles for instructors. It should give them, for example, more time for interaction with students. The California State University and Colleges system is now promoting PSI.[37]

-- Peer teaching or student mentorship programs are also commendable. Students, like faculty, learn best when actively involved in designing and carrying out a course of studies. Student-initiated courses, as well as student-led courses, are useful in helping students to educate students. Faculty can be freed in this way for other duties even while they serve as resource persons for student-directed courses.

-- The challenge examination makes it possible for a student with prior experience in an academic discipline to proceed immediately to a higher level in the subject or, perhaps, to move into another field. CLEP exams prepared by Educational Testing Service in cooperation with

the College Entrance Examination Board are available now in many areas of study. It is to be expected that there will be wider and more general use of locally designed or standardized examinations.

-- Cross-disciplinary institutes can be set up to provide institutional shelters for innovative programs that otherwise would be without a base. This is an old and honorable strategy -- to spin off new academic endeavors as separate entities, and locate them in special niches until their academic integrity or program utility is assured.

-- The "core" educational experience can be greatly enriched by making it possible for students to have off-campus learning encounters. Graduates often report that these experiences have provided the most relevant, influential learning of their college years. Thus, although academic credit may or may not be given for cooperative education, it is flourishing. Federal, state, and local government agencies, private corporations and small businesses are working cooperatively with educational institutions to provide on-the-job training, field experience, or work/study plans. Typical programs include:

The cyclic plan -- rotational periods of full-time work and study.

The concurrent or parallel plan -- involving a work schedule that goes along with enrollment in classes.

The intermittent/full-time plan -- scheduled part-time employment during the school year and full-time employment for summer and vacation periods.

The extended day work/study plan -- involving students who are enrolled in extended day or evening division of a college.

-- Governance reforms can also improve educational programs. In addition to replacing the traditional lay board which stood external

to the institution and was characterized by hierarchical, often authoritarian control (with certain areas of responsibility, such as curriculum delegated to faculty and administrators), some governance changes today are moving in the direction of more egalitarian, participatory arrangements. Students are made voting members on most committees, and put into an advisory capacity for committees dealing with especially sensitive areas. Thus, involvement, participation, sharing become dominant themes.

Other institutions are moving toward "dynamic centralism," in which a representative oligarchy tries to represent the interests and needs of their constituency. Some say that there is no alternative to government by oligarchy.

All of these changes are being made in response to heightened concern for accountability. Accountability is at least a four-edged sword, cutting four ways. There is the institution's accountability to its sponsor (state, church, or whatever); there is the individual's accountability to the institution (faculty, students, or staff); there is the sponsor's accountability to the institution (for its maintenance and development); and there is the institution's accountability to the individual (for instruction and services).

Emphasis in the past, and indeed until now, has not been equally distributed among these four areas. More attention has been given to the first two than to the latter two. Governance changes ought to assure that all four aspects of accountability are accounted for.

Examples abound of governance innovations calculated to improve communication, broaden representation and participation, and provide a better basis for accountability.[38]

Given the effects likely to come from the reorientation or alteration of on-campus programs,[39] the development of new comprehensive adult education programs, changes in the public perception of the purposes of higher education, fiscal limitations, space constrictions on the campus, utilization of different sorts of facilities off-campus, and a redefinition of professional roles for academics, there is clearly a great need for in-service training and retooling programs for faculty and administrators. The basic goal should be to prepare them for the ideational and organization changes which will invariably attend the bringing of new students onto the campus and making a larger community the new campus. At present, most faculty and staff are totally unprepared for the meaning of these changes -- for them personally, for their professional guilds, and for the colleges and universities of which they are a part.[40]

XIV. OTHER PERSPECTIVES ON POSSIBILITIES -- FINDINGS AND INFERENCES FROM RESEARCH DATA COLLECTED FOR THE STUDY

Throughout this essay, the conclusions stated have been those of the author, albeit influenced by the ideas of scholars as reported in the literature of higher education, or by reports of research, plus other sources of information and opinion from around the nation.

But what about the views of educational leaders in California? What are their preferences concerning alternative forms?

An attempt to get up-to-date information on the importance of various issues and forms of change was made by sending an informal letter/questionnaire

in October, 1972, to Presidents, Chancellors, and chief academic officers of all institutions of higher education in this state. Recipients were asked to consider eleven areas of interest within which there are alternative organizational provisions. Furthermore, individuals comprising the sample were invited to make judgments about the importance of these alternatives, first, within the context of the institution with which they are affiliated, and second, for higher education in California generally.

Following are the broad areas of concern to which the attention of these leaders was directed:

1. Non-traditional studies, the external degree, etc.
2. Cluster colleges, experimental sub-units
3. Innovative graduate and professional programs
4. New modes of financing higher education
5. Changes in criteria and processes for institutional accreditation
6. Better assessment procedures for the retention and promotion of faculty
7. Evaluation of students -- changes in testing and grading procedures
8. New modes of teaching and learning:
   - -- problem/theme curricula
   - -- calendar changes
   - -- instructional technology
   - -- peer teaching
   - -- peer counselling
   - -- field experience or work/study
   - -- independent study
9. Institutional governance changes -- to widen representation in policy formulation
10. Educational philosophy -- shifting from an intellectual orientation

toward a "balance" of cognitive and non-cognitive objectives

11. Revising the relationship between the institution and its constituency or the larger community -- toward closer interaction and interdependence.

The first eight items, so far as their interior organization is concerned, are less directive and less judgmental than are the last three. There may have been in a respondent's mind the implication that changes in these areas would constitute "improvements," but item language does not require the mind to think that way. Only statement #6 uses the word "better."

The last three categories of concern do convey a more obvious and specific thrust. They call for widening representation in governance, shifting toward a balance of cognitive and non-cognitive educational objectives, and revising the relationship between the institution and the larger community so as to encourage interaction and interdependence.

The questionnaire was designed to provide a 1 to 5 choice range. In the analyses to follow, response categories 1 and 2 have been joined to give a "high importance" response generalization while 4 and 5 have been joined to represent "low importance." Response category 3 was taken to signify "moderate importance." In our descriptions and comments, emphasis is placed on the "high importance" data with little or no attention given to the other categories, thus acknowledging the vulnerability of our methodology and the limited reliability of these findings. The instruments of social science research do not allow for fine tuning.

The initial N was 350. Responses received by the deadline totaled 211, or just over 60% of the N. Another 25 questionnaires were received too late for inclusion in this report.

The letter/questionnaire is replicated in the Appendix, as are separate item analyses.

When attention is directed to the total sample, without regard for the type or size of institutions within which respondents work, or indeed for the professional position of respondents, the data show the existence of a high degree of interest in certain areas of change and in certain specific forms of change.

For example, 50% or more of the participants in this study think the following matters are of high importance:

-- new modes of financing higher education.

-- better assessment procedures for the retention and promotion of faculty.

-- changes in testing and grading procedures for evaluating students.

-- better balance between cognitive and affective educational objectives.

-- closer interaction and interdependence between educational institutions and their larger communities or constituencies.

Likewise, four "new" modes of teaching and learning were reported to be of high importance by 50% or more of all respondents. These modes are:

-- problem/theme curricula

-- instructional technology

-- field experience or work/study

-- independent study

With reference to their own institutions, respondents were heavily in favor of student field experience or work/study (85% said it was of "high importance"), new ways of financing the educational programs (83%), independent study for students (75%), better assessment procedures relating to the retention and promotion of faculty (74%), and revision of the relationship between the institution and its constituency toward closer interdependency (71%).

These same concerns ranked at 70% or higher with all respondents when their thinking was directed away from their schools to the needs of higher education in California. In addition, with respondents speaking generally, innovative graduate and professional programs were seen as "highly important" (75%).

One of the main exercises with our data involved dividing responses according to three broad institutional classifications: community colleges, campuses of the University of California and the California State University and Colleges (taken together), and liberal arts colleges operating under private sponsorship. These categories were selected because they provided N's sufficiently large to assure a fair measure of exactitude. These N's were:

community colleges	124
University of California and California State University and Colleges	29
private colleges	53

With data opened in this way, it becomes apparent, first, that certain issues and innovations are of greater importance to respondents in public institutions than to those from the private sector. The use of instructional technology, for example, was of "high importance" to 82% of the community college respondents as these persons reflected on the needs of their own institutions, and the same was true for 62% of the respondents in state colleges and universities. At the private colleges, 36% of the respondents regarded instructional technology as highly important.

Field experience or work/study is another innovation more definitely favored by public institutions than by private colleges. Community college respondents saw it of "high importance" to the level of 90%. The representatives of state colleges and universities, to the extent of 83%, were

strongly supportive of field experience. Among respondents from private colleges, the figure drops off to 74%. All of these percentages have to do with the respondent's view of his own institution. And, it should be emphasized, all segments show exceedingly high interest in changes of this sort. Certainly field experience and work/study are ideas whose time has come.

Independent study is a form of innovation more strongly supported by representatives from private colleges than by those from the public institutions. "High importance" for independent study went as follows:

Private colleges	87%
State colleges/universities	79%
Community colleges	69%

(All percentages represent the respondents' views of their institutions.)

However, as with field experience or work/study, almost no respondents thought independent study to be of "low importance." Here is another innovation widely and strongly approved, at least by Presidents, Chancellors, and chief academic officers.

Community college spokesmen were more interested in closer relationships with the larger societal context than were respondents from colleges and universities of the state's four-year segments or those from the private colleges. The same situation prevails, more surprisingly, with regard to shifting the philosophical orientation toward a balance of cognitive and non-cognitive objectives. Leadership for change of this sort was not expected to come from this quarter. Calendar changes as a means of encouraging new modes of teaching and learning are yet another form of reform more highly favored by representatives of community colleges than by those persons from the other institutional segments.

When attention is directed to the needs of higher education in the state,

the following highlights stand out: 69% of the community college people thought non-traditional studies to be of "high importance," whereas with representatives of the public universities and colleges the figure was 66%, and for the private colleges it stood at 58%.

Changes affecting retention and promotion procedures for faculty were uniformly and decisively favored: 75% of the community college spokesmen, 76% of the state colleges and universities' leaders, and 77% of the respondents from private colleges thought such changes of "high importance."

Everybody accepts the idea that designing new ways of financing higher education is now of "high importance," with percentages running 75% or above.

Graduate and professional programs were thought by respondents from all segments to be candidates for innovative changes. Over 70% of our sample thought action in this area was of "high importance."

Some innovations or forms of change had comparatively slack support. Slightly less than 50% of the respondents in the three institutional categories thought the "cluster" notion was of "high importance" to colleges and universities of California. Actual percentages were: junior colleges, 48%; state institutions, 48%; and private colleges, 49%. Changes in accreditation criteria and processes drew even less support: junior colleges, 34%; state institutions, 34%; and private colleges, 26%. (All of the percentages in this paragraph are from the "high importance" columns and have the statewide focus.)

Peer teaching was fairly well received by the community college people but was not emphasized by respondents from public universities and colleges or by leaders in private colleges. This same pattern of support prevailed with regard to peer counselling.

Governance changes that would have the effect of widening representation

in policy formulation is another form of change received with something less than enthusiasm -- an idea, alas, whose time has passed.

A general conclusion to be drawn from this modest research project is that many of the alternative forms of higher education advocated in this essay have significant support from Presidents, Chancellors, and chief academic officers of colleges and universities throughout California.

This is true, more specifically, for nontraditional forms of higher education. To be sure, nothing like the proposed College of California was put before respondents, nor did respondents consider alternative forms in the context of the restraints and limitations that are included in our recommendations. However, the research project was useful in pointing out the general tendency, that is, the fact that there is a considerable measure of support for this emerging emphasis.

Cluster colleges or academic sub-units, as means of improving the educational experiences of students, found less support than certain other arrangements. Yet, particularly among spokesmen for public institutions, and when their attention was directed to higher education generally rather than to their own school, the idea is declared to be of "moderate" to "high" importance by over 80% of the respondents. Therefore, the interest expressed in this essay regarding this form of innovation and the possibility that it can provide an opening for other innovations is not without support. In fact, support for it is widespread and impressive.

Innovative ways of overcoming the current dissatisfaction with retention and promotion procedures for faculty seem likely to draw the cooperation of campus leaders. This is another conclusion. The need for change is dramatized by these data. And our inference is that new means for effecting such change will certainly be given close attention.

The same may be said for innovations introduced to improve testing and grading procedures, or to strengthen community relationships, or to provide a more "balanced" educational philosophy. Attitudes are receptive.

New modes of teaching and learning -- problem/theme curricula, field experience and work/study, instructional technology, independent study -- find high levels of response. Viable alternatives in these areas are being sought and people with ideas and audacity have good prospects of success.

Many changes can be effected without big expenditures of money, and within existing institutional guidelines. Imagination is free. For those innovators who will work creatively to restructure and reform institutions of higher education, using existing human and material resources, there are allies available -- as these data show -- among administrators, within colleges and universities of every description, and in all sections of the state.

XV. HIGHER EDUCATION IN A DEMOCRATIC SOCIETY

More important to the future of higher education than any of the external or internal alternatives presently available, will be the degree to which the Legislature is successful in mounting a massive program of public discussion about the place of higher education in a democratic society.

There is no longer broad social agreement either on the means or ends of the educational experience. We have no shared philosophy of education. This situation, as we know, is part of a larger malady. Americans have lost surety about the national purpose; we have lost the cultural rationale.

But our special concern in this essay is education, higher education, and we urge that the people be encouraged to face the following questions: Is the institution of higher learning simply one among many institutions and agencies charged with educational responsibility, and maybe not even among the most important? Or are the colleges and universities crucial instrumentalities for the transmission of our heritage, the shared cultural values, technical competencies, and visions of the future? Is this institution to be assessed in terms of the extent to which it conforms to established societal values? Or does the institution serve society best when it is a center of independent thinking, characterized by criticism and creativity, best known for its probes of alternative futures?

Colleges and universities must also contribute to the encouragement of a public dialogue on national values and educational responsibility. The Commission on Education, Massachusetts Institute of Technology, put it this way:

> There is now under way a profound national effort aimed at transforming and renewing our national sense of purpose. This is an effort in which MIT can and should take a leading role: first, by taking seriously the intellectual problem of defining the relation of knowledge to values; second, by improving our own performance as an environment for humane learning; and third, by stressing MIT's traditional commitment to public service...

In the aftermath of the disruptions at the University of California, Berkeley, the Center for Research and Development in Higher Education set up a series of Community-Campus Seminars. Following similar procedures in Berkeley and Oakland, business leaders from the Bay Area came together with campus administrators, faculty, and students, once a month for six months, meeting from 7:00-9:00 a.m. Themes for the seminar were student values, faculty roles, the place of the educational institution in society, expectations of the larger community, and possibilities for better

communication and cooperation. The Center provided coordinative leadership, plus data that made these discussions research-informed.[41]

The experience with the Community-Campus Seminar series was so positive that another series, involving an extended mix of participants, was designed. In this seminar, with sections of the pilot program meeting in Berkeley and Los Angeles, attention focused on the wider problem of values in American life -- today's prevailing attitudes, those in our tradition which are appropriate for the future, and the special role of education in preparing the citizenry for a different tomorrow. Personnel in these seminars came from business and industry, labor, the information and entertainment media, churches and synagogues, the art forms, colleges, and universities.[42]

These two approaches to generating both substantive discussions among leaders about our national needs and responses to them, are examples of what the Legislature might urge. Such seminars or study groups could be organized in community clubs, churches, and civic groups throughout the state. Study materials and a how-to-do-it handbook could be prepared for local use.

The basic division today is not between the young and the old; it is not a generational conflict. Rather, society and the institutions of higher education are divided between those who see the future as an extension of present trends and those who see a radically different future. One side would bring creativity into the service of continuity, and the other side would break with the past, finding it inhibiting to creativity.

Within our colleges and universities, this division has another dimension. There is tension between people who are theoretically inclined and those more experientially oriented. It is the difference between thinking one's way into the future and feeling one's way into it. People

who see the future as an extension of past trends are most likely to be theoreticians and organizers of ideas. People who see the future as requiring transformation, not reform, are more likely to be interested in attitudes and are organizers of people.

Clearly, leadership of both types is needed. Hence, the call for confluent education, for comprehensive adult programs, for changes at the educational "core." But the people need to talk together about these issues and options. It is only by doing this that they understand what the institution of higher education has been, what it is, and what it may become. The Legislature must find ways to raise the educational questions and implement the best of the alternative answers.

A point of ambivalence in this state has been our commitment to both educational excellence and educational egalitarianism.[43] The University of California has epitomized competitive academic excellence. The community colleges have embodied social egalitarianism in higher education. The California State University and Colleges system, located between these other segments, has moved erratically between the two poles of commitment. While the University held control of the Ph.D. degree and the most prestigious professional programs, and the community colleges established a reputation for practical services (especially vocational/technical training), the state colleges tried to establish their place by offering more advanced vocational training, education for teachers, and, when possible, programs in the liberal arts. Yet for some time, the movement of that segment, the California State University and Colleges system, has been toward the University of California's model of competitive excellence. It was hoped, of course, that this could be done without losing contact with the legacy of egalitarianism and the model of service represented by community colleges.

Recently, with the name change from state college to university -- which must be seen as the culmination of sequential developments that include (1) the right to engage in general and liberal arts instruction, (2) the expansion of graduate education at the Master's level, (3) the legitimation of some forms of research, (4) the achievement of provision for the joint Ph.D. (with the University of California, but now in abeyance) -- the California State University and Colleges system has become "comprehensive." But it remains to be seen whether this system's accelerating quest for excellence will have the effect of making the historic linkage between this system and the community colleges less strong. One consequence of the shift of emphasis, then, could be a reduction in the ties between the egalitarian segment and this new aspirant to competitive excellence.

If the people want to retain the functional differentiation feature of California's public system, and if they consider it important that the California State University and Colleges continue to receive a large part of its enrollment by transfers from the community colleges, it will be necessary for the legislature or its delegated agency to reaffirm the traditional arrangements. The middle segment is moving toward the model of competitive excellence, and commitments are being recast. There is a blurring of the distinctions. And while it may be best, in the long run, that such distinctions be obliterated, the people ought to know what is happening and, with their political, social, and educational leaders, work out an alternative future.

Although the recommendations of this paper condone the categories by which the forms and functions of our colleges and universities have operated, and in certain instances seem to support them, in truth, the goal is to simplify many categories. At present everybody thinks in terms of full-time

and part-time students, on-campus and off-campus programs, the regular curriculum versus Extension or Continuing Education, liberal studies and vocational/technical programs, credit and non-credit for courses, traditional compared to innovative activities, time and age limitations, rank and tenure, faculty and administration. Surely this creates false competition, duplication, hierarchies, inefficiencies. Even worse, it is dysfunctional for the future, a future in which all the institutions of society will become educational institutions, in which the campus is the community, and learning is understood to be a lifelong process. As Thomas McGrath, Chairman, Commission on External Degrees, California State University and Colleges, has said:

> The dichotomy which has developed between "extension," "extended," "external," open, etc., programs and the traditional on-campus or resident credit programs is false and should be abandoned. Post-secondary education should be thought of as a continuum which may peak for different individuals in varying cycles -- interspersed with work, travel, independent study, resident study. The concept of "drop-outs" will be replaced by "planned outs" with easy return to learning or work.

We may undergo an interval of increased structures and more specialized functions, but our goal is the removal of false distinctions and the introduction of alternatives that enhance the prospects of education for educability.

XVI. COLLEGES AND UNIVERSITIES AS MULTIDIMENSIONAL INSTITUTIONS

On every hand commentators say that the American university (the word is used generically) cannot have it both ways; it must be this or that, stand here or there, take one path or another. They say that if the

university responds favorably to advocates of affective education, then the quest for certainty must be surrendered; that if the principle of reductionism is adhered to, then seeing the gestalt, acknowledging existential wholeness, developing a tolerance for ambiguity, accepting complexity or even contradiction, become impossible; that if the institution is faithful to its sociopolitical involvements, the concept of the university as a center of independent thinking goes out the window.

We are also told: that realism and idealism have always been mortal enemies, as have probity and permissiveness; that a community imposes constraints on its members, and that therefore individualism is a threat to collectivity. Or, if primary value is placed on the other side, that collectivity is a threat to individualism; that if the university is large enough to carry out its research and service functions, it will be too large to allow for the intimacy and person-centeredness of a small college; that the experimental is always a critical conscience to continuity, order, and the preeminence of the conventional.

You cannot, they say, have it both ways.

That a college or university should decide what it is and what it is not is incontrovertible. What is disputable is that it must decide to be a unidimensional institution rather than a multidimensional one, a place characterized by commitment to uniformity rather than by commitment to pluralism. There should be single-purpose institutions, usually colleges, but there is no reason why a university cannot seek to make provision for alternate perspectives and differing programs. Indeed, as we move into a time when transmission of knowledge need not involve a teacher, when research will be carried out by institutes, when service functions will be handled by external agencies, then the only future for the university will

be to do what is not being done elsewhere. And this is the job of synthesis: integrating new fields of knowledge with each other, as well as with those that came before; combining the theoretical and the practical, the pure and the applied research; merging and meshing the interests and concerns of societies, cultures, and human nature. Nowhere else is this intellectually stimulating, socially relevant work likely to be done.

The goal has not been achieved. The multiversity is not a model for what is required, nor, we know now, was it even a harbinger of things to come. In the multiversity, the emphasis was on the mind, with depreciation of the emotions; methodological favoritism was rampant; the preference was for theoretical knowledge over the applied, for the autonomous research scholar over the group-oriented teacher. Furthermore, while the diversity of American higher education has been a trumpeted theme, what actually existed was procedural, not substantive, diversity; organizational, not ideational, differentiation. At the level of assumptions, values, and goals, universities have been monotonously uniform; philosophical, methodological, stylistic conformity has characterized academic life. Theoretically, that which represented "the other way" might be dealt with, albeit usually with a shrug of the shoulder, but, practically, the university has had a one-dimensional orientation. The action has been one way.

The college or university facing the future, however, can and must have it both ways. It will employ in the educational processes both the cognitive and affective domains of learning -- drawing on rational and emotional aspects of human nature. It will show regard for the methodological principle of parsimony, but also acknowledge existential plenty -- accepting the challenge of reductionism while asserting the necessity for expansionistic probes that posit abundance. It will mix realism and idealism -- handling sociopolitical conditions in the context of aspiration and vision. It will

show the necessity for both probity and privilege -- the legitimacy of standards as well as occasions for transcending them. And it will feature individualism and community -- self-authentication, but as a prelude to interpersonal relationships.

The new "balanced" institution of the future will also be characterized by certain organizational components. It will be large and small -- providing, within a setting of complexity and diversity, opportunity for simple yet purposeful "consent units." It will occupy space, have a discreet campus, yet also develop external degree programs -- exploding the notion that learning takes place only at specified times in prescribed ways for certain age groups. It will combine the conventional and the experimental -- accepting the contemporary condition of uncertainty and confusion, in which most are holding to the old ways, while some are seeking after something different -- and will make provision for both.

The tendency toward dichotomization of the university's structures and functions is the result, at a time of uncertainty, of extreme reactions by present ideational combatants. Critics of established institutional conditions and educational objectives emphasize the need for radical change, and sometimes have ideas about how to effect it. But their assumption that institutions are incapable of substantive alteration moves them to dramatize deficiencies, call for the discard of existing practices, and insist on a leap of faith toward whatever they propose. Defenders of the status quo, meanwhile, are so incensed by the notion of futurity that they often scorn reform, call it faddism or change for the sake of change, and romanticize the past or absolutize the present.

What is needed now is not further polarization, but fresh efforts at creative syntheses. On most issues -- the interaction of mind and body in

learning, behavioristic and humanistic methodologies, realism and idealism in educational philosophy, external standards and internal motivation, the authority of the person as compared with that of the crowd, the comparative advantages of largeness and smallness, the setting, time, and styles best suited for learning, conventional instruction and innovative approaches to it -- on these and other issues, the fact of the matter is that all sides are "right." This is not to say that there is no wrong, but rather to assert that on most problems confounding educators today, rival disputants have essential contributions to make to the resolution of these problems.

To be more specific, it is evident that if the skills needed by minorities -- and they are rightly insisting on education for mastery of skills -- are to be supplied, or if the machines of the technological society are to be served and improved, or if the momentum of scientific advances in many fields is to be sustained, or if communication and interaction between differing cultures are to have the vigor and clarity that make for understanding and mutual appreciation, then the university must posit the authority of the human mind and emphasize respect for the life of reason. To sacrifice reason is to surrender the right to disciplined criticism. To depreciate the mind is to put down mankind, for the mind is one of man's distinguishing characteristics. An irony of the present movement against cognitive rationality is that its best spokesmen are among our most persistent reasoners.

Yet these critics have a point and, by now, have it well documented. The university has contributed to the fragmentation of man by concentrating on his intellect and ignoring or minimizing his emotions. The intuitive, spiritual, affective qualities of man have suffered arrested growth. Human sensibilities have been dulled and weakened. Whereas historically, institutions

of higher learning showed interest in the whole man -- body, mind, and spirit -- that holistic, inclusive approach was lost as attention focused on a dispassionate, intellectually rigorous, scientific methodology which excluded the scholar's point of view unless it emerged as the consequence of research, and which scorned "enthusiasm" as a contaminant.

There was unquestionably need to redress the imbalance that resulted. But the concern for correctives has, in some quarters, been carried too far. Reports circulate that academic departments at some institutions have become sensitivity training centers or centers of anti-reason or of unapologetic irrationality. Going to this extreme is as much a violation of the western tradition -- encompassing Greek, Hebraic, and Christian thought -- as university practice has been in the recent past. Our needs cannot be met any better by exclusive attention to the emotions than they can by exclusive attention to reason.

Reconciliation of these two equally valid emphases is possible. To be sure, in subject matter areas such as languages and natural science, concentration must remain on linear, sequential, cognitive learning methodologies. But hopefully, attention can also be given to the role of the noncognitive, acknowledging its effect on topics chosen, inferences drawn, and uses made of rationally-oriented study.

In other sections of the university's program, attention may concentrate on the emotions more than on the intellect, or on the way the emotions can lead to use of the mind rather than, as before, conceiving of the intellect only as a monitor of the emotions. There will continue to be tension between those who would bring the emotions into the service of the intellect and those who want the intellect to serve the emotions, but these perspectives are essentially complementary, indeed essential to each other, if universities facing the future are to serve the whole man in a complex society and make

that society humane.

A serious internal threat to the modern university is pressure, usually at the departmental level, toward methodological uniformity. It is not uncommon for a philosophy department to be "captured" by, say, adherents of analytic philosophy, so that a phenomenological existentialist would have no chance for appointment. Such conformity can become absolute, so that if a tenured well-established scholar who had been in the analytic ranks were perhaps persuaded to join the existentialists, it is likely that despite his colleagues' professed loyalty to the principles of tenure and academic freedom, he would be frozen out of the fellowship and "forced" to leave the department. It is equally likely that educational psychology departments committed to behaviorism, or Stimulus-Response, or associational and meditation theory, will criticize or even scorn organizationalists or rule-learning theorists. The principle of parsimony must be served.

This is a time, however, when the scientific methodology is being charged with contributing to our most serious social problems, when the academic mentality is being judged as small-bore and boring ("more and more about less and less"), carried to levels of everything and nothing. Without surrendering either the methodology or the accomplishments of the modern scientific era in both the natural and behavioral sciences, there does seem to be reason to acknowledge the need for openness toward alternative methodologies. Conditions of our day may not call for starting over, but they certainly indicate the need for opening up, for probing differing approaches to scholarship and social service. Nature does not adhere to the principle of parsimony; nature is more often characterized by abundance, even extravagance, dropping tens of thousands of seeds.

Perhaps our need today is to make the university a natural organism

featuring methodological options, especially during a period of uncertainty when anxiety about the adequacy of what we have done and the ways we have done it is matched by a new surge of creativity, primarily among the young operating in a context of hope. Let the behaviorists, therefore, work with their detailed analyses while the conceptualists, or those scholars striving for more humanistic research models, move to cluster and integrate, synthesize and apply what has been learned.

The American university has always been a curious mixture of realism and idealism. Faculties become adroit in internal politics as institutional policies were being shaped by external pressures from business, industry, and agriculture; from state, church, and home. Financial considerations have probably decided more faculty debates than have academic goals. On the other hand, universities idealistically have sought institutional independence. From the medieval period, when authorities in the University of Paris began playing off church officials against state officials to achieve a rough and tenuous freedom, the goal has been to make the university a center of independent thinking, in the idealistic belief that only in this way can the institution best serve society. Idealism also figured in the definition of the university as a repository of culture, transmitter of essential knowledge, center of criticism and creativity, training ground not only for vocations and professions, but also for the preparation of an intellectual and social elite from which societal leadership could be expected to come. There is less reason to fear the concept of the university as an ivory tower if everybody understands that this institution is no better than its foundations, foundations inevitably set on the rock of social reality.

The trouble with permissiveness is that it requires standards against which the claims of permissiveness can be made, by which the practice of

permissiveness can be tested. As is true with so many aspects of modern life, permissiveness stands up only by leaning on what it is trying to tear down. The university, therefore, cannot survive without standards, without criteria for evaluation, without concepts of probity or rectitude.

Yet to acknowledge this is not to argue for the continued dominance of conventional standards. Research has exposed manifold deficiencies in established criteria of excellence. Most student-testing programs, such as those provided by the Educational Testing Service, have been reliable only in showing whether or not, given the existing norms and practices, the people tested are likely to succeed in college. It is, of course, precisely at this point that challenges are being raised. Other measures of other qualities, aptitudes, and interests have been lacking, are now emerging, and must be employed. While the majority of students respond to conventional standards, a growing minority needs and deserves new indices of accomplishment and recognition of different types of accomplishment. New measures of institutional purpose and vitality are also needed.

Viewing the problem of standards from another perspective, Kierkegaard and other philosophers, Jung and other psychologists, Kohlberg and other researchers, have all posited a level of human maturity at which the individual, in full awareness of social norms, decides to transcend them -- in the name of higher law or an inner motivation. For the life of the university, this means that there should be established procedures for achieving institutional objectives, and that most persons and organizations will adhere to them gladly. But there should also be provision for self-designed objectives, individualized procedures operating in the context of situational ethics. In a university characterized by the concept of pluralism, believing in diversity, seeking a character best designated as future-oriented, there

need be no single standard for all groups; rather, a recognition that all groups should determine standards appropriate for their missions. Thus there would be a plentitude of probity, and probity in the context of plentitude.

The same synthesizing of alternatives should also characterize the university's approach to the claims of individualism and community. Martin Buber pointed out that individual freedom and self-authentication are necessary prerequisites to meaningful community. A person must determine who he is in order to know what he has to contribute in the group. But this freedom, said Buber, is a footbridge, not a goal. The tragedy of our time is that we have not passed over into true community. Individualism has become rampant, sliding off into radical subjectivism, making possible only a community of convenience, a place which utilizes services in order to get something done. What is needed is a community of conviction, a place where things get done by people who have come together in order to be something.

A unidimensional university is not the answer. Rather, within the larger community, where the key shared commitments would be to process and pluralism only, there would be sub-units, consent groups, communities of conviction. Recent research shows that the federated college plan, the cluster college concept, other mechanisms for decentralizing a monolithic university into smaller, purposeful communities, all provide viable alternatives that show promise for meeting the need.

These same ideas respond to the question of how a university facing the future can be large in total numbers and yet small in operational units. Reformulated programs and colleges, within which a student would spend perhaps 60% of his time, with the remainder distributed through courses or activities available elsewhere in the university, would make possible the

realization of a purposeful community in which every student could become acquainted both with the realities of pluralism and the meaning of diversity. More need not mean worse -- it can be made to mean different, and perhaps better.

This organizational configuration also encourages innovative and experimental sub-units within the university at the same time that traditional or conventional programs are maintained. The extended degree notion is one exciting form of change, as are holistic problem/theme curriculum models, programmatic research by student-faculty teams, learning in various time blocks, and other available options.

The central assertion is repeated: On most of the issues confronting a university facing the future,there is need for the insights and programs that are currently being offered by theoreticians, researchers, and practitioners, who, regrettably, consider each other's views as irreconcilable. There are limits even to pluralism, but for the areas discussed in this paper, contenders have contributions to make. Indeed, only by accepting this as fact can there be a future-oriented university, one that has it both ways.[44]

In a day when educators can no longer say, "This is the way, walk ye in it," the best strategy is to multiply the options, allowing provisions for those who think they have answers as well as for those who have only questions. Above all, the either/or mentality must be transcended. Lawrence Stone, writing in the New York Review, has shown that any system of thought that polarizes is dysfunctional because it contradicts the way ideas work to achieve change:

> New ideas permeate old ones, run underground and pop up in unexpected places, mingle surreptitiously, or even coexist side by side without either conflict or conflation. One system of beliefs or values rarely challenges another directly and finally overthrows it in a single cataclysmic struggle. It is more a matter of guerrilla warfare, secret infiltration, and eventual mutual accommodation.

A university facing the future must make provision to have it both ways, so that new syntheses can emerge and radical alternatives can be tested, so that it can be true to its traditions of pluralism and diversity, so that truths will prevail.

NOTES

NOTES

1. Our problem is not simply the transmission of knowledge but the developing of people to use knowledge in freedom. The latter calls not for a change in our structure of higher education but for a change in our perception of the role of higher education. If we change the structure but leave unchanged the importance of the credential and the dominance of the faculty member in determining the curriculum, nothing really will happen. We need not so much alternative forms of higher education as an alternative rationale for higher education.

   --statement by Richard Curtis at a hearing held by the Joint Committee, March 8, 1972.

2. George Leonard made a statement before the Joint Committee on the Master Plan that was a good example of future-oriented thinking. He urged us to see things differently, to begin a new world, by overcoming certain inhibiting myths -- the myths of growth, inevitable competition, stable elements, and others. Near the end of his testimony, Leonard said:

   I foresee a life of learning and change, and not just in college. Lifelong learning and change. And beyond that, perhaps some of us could even be bold enough that our primary purpose here on this earth as social animals is to participate in the evaluation of higher forms of personal and social beings.

3. The Sony Corporation has just put on the market, under the trade name U-MATIC, a color video-cassette system that can receive programs when plugged into any television set or transmit programs on a color video-cassette the size of a book. The Sony advertisement speaks to the future that so many commentators are describing:

   Perhaps, some day, there'll be a U-Matic in every living room. But right now, as fast as Sony can turn them out, these little machines head for laboratories, schoolrooms, conference rooms, showrooms, and factories. Already, by the thousands, they are changing our world.

4. The following quotation shows that an alert, audacious college can

engage in significant evolutionary change:

> Antioch is in the midst of a major change of character. A decade ago it enrolled about 1200 undergraduates and a summer contingent of some 70 Master of Science Teaching students. Today it enrolls almost 3000 undergraduates and over 600 graduate students in teacher education. In the early sixties less than 5 per cent of the student body was non-Caucasian; today this proportion ranges from 100 per cent in some centers to over 12 per cent on the Yellow Springs Campus, and includes a predominantly non-Caucasian graduate school.
>
> In 1961-62 the College was entirely in Yellow Springs, Ohio, except for the fact that individual students were all expected to spend their required work periods principally in other locations, and some Education Abroad students were away for between three and fifteen months in succession. Today the College consists of 22 centers located in 18 governmental jurisdictions, of which four are abroad... Antioch Notes, April, 1972.

5. For a simple, straightforward review of the development, emphases, and limitations of the external programs of California State University and Colleges, see the statement made by Thomas McGrath, Chairman, the Commission on External Degree Programs, California State University and Colleges, before the Joint Committee, March 23, 1972.

   At the hearing of the Joint Committee held on March 8, 1972, David Gardner, a Vice President of the University of California, described the extended degree program of that university. His statement included a strong defense of the "adaptive, resilient, and flexible character of institutions of higher education."

6. For an example of a programmatic approach to qualitative as well as quantitative change in a complex institution, see Martin Meyerson's, "Directions for the University of Pennsylvania in the Mid-Seventies," Almanac Supplement, University of Pennsylvania, January 25, 1972.

7. On pages 5-7 of his statement to the Joint Committee, Ralph Turner, member of the University of California Academic Senate and Chairman of the University Committee on Educational Policy, argues "that the

university has long exhibited a remarkable flexibility; and that there is great danger of creating inflexibility when new organizations are set up to serve highly specialized ends." (p. 5)

8. For a fairly comprehensive review of the activity of California community colleges in the area of non-traditional studies, see the statement prepared for the Joint Committee by Sidney Brossman, Chancellor, California Community Colleges (dated March 22, 1972).

9. For an alternative view on the future roles of the community colleges, see the statement by George Rodda, Chairman, Community College Section, California School Boards Association, prepared for the Joint Committee. He argues that the "University Without Walls" concept can be appropriately applied by California community colleges.

10. It will be difficult, of course, to hold the line. In July, 1972, the University of California announced an "experiment," whereby admissions standards for transfer students were reduced. See University Bulletin (Vol. 21, No. 3) July 31, 1972, page 11.

11. Frank Newman's letter to Commissioner S. P. Marland, Office of Education, Washington, D.C., dated November 24, 1971, carried the quotation given in the text of this essay, plus brief paragraphs describing the main proposals to be offered in the second report -- a "G.I. Bill" for community service, a new financing structure for graduate education, regional examining universities, and new approaches to institutional eligibility and accreditation. Newman also promises additional recommendations urging new educational enterprises, a new means for gathering and analyzing educational statistics, and telecommunications.

Change magazine, May 1972, carried a "preview" of The Second Newman Report, pp. 28-34.

12. The best descriptive statement on the University Without Walls is The University Without Walls: A First Report (February, 1972). See Bibliography for full publication details.

13. Proposed Position Paper on the California Master Plan for Higher Education, approved by the Executive Committee of the Academic Senate of the California State University and Colleges (July 1972), supports the external degree program of the California State University and Colleges and calls for the introduction of additional innovations that will "probably require the redefinition of some of our traditionally cherished goals..." (p. 9) The "University Without Walls" concept is also approved in this document.

14. Frank Newman and Morgan Odell, representing the Association of Independent California Colleges and Universities in their statement prepared for the Joint Committee (March 22, 1972), reported on a survey of private institutions which showed their flexibility and openness to innovation. Twenty-five of 35 respondent institutions indicated comprehensive revision of their undergraduate curriculum during the last five years. Also, many of these colleges and universities have launched nontraditional programs.

15. A variation on this option was sketched by David Wilkinsen, Associate Professor of Political Science, UCLA, in a letter to Assemblyman John Vasconcellos, Chairman of the Joint Committee (dated March 10, 1972). Wilkinsen called for creation of the "Independent Open University."

16. The U. S. Department of Housing and Urban Development has been supporting a "university without walls" project since 1969. This effort is described in a long article written by Melvin Wachs, Senior Program Officer, Community Planning and Management, HUD, entitled, "HUD's

'University Without Walls': A Little Publicized Educational Innovation." (mimeographed)

17. For a summary statement on the University of Oklahoma program, see Fred Harcleroad and Robert Armstrong, New Dimensions of Continuing Studies Programs in the Massachusetts State College System. Iowa City, Iowa: American College Testing Program, April, 1972, p. 146.

18. See U. S. Department of Commerce publication (Series P-25, No. 473), Projections of School and College Enrollment 1971 to 2000.

19. A recent Carnegie Commission report, The Fourth Revolution: Instructional Technology in Higher Education, calls for the federal government to annually allocate an amount equal to 1% of the total annual national expenditure on higher education for the advancement of instructional technology.

20. Willis Harman, Director, Center for the Study of Social Policy, Stanford Research Institute, has written a paper entitled, "Agenda for Business: Choices for the Near-Term Future." In it Harman argues that the multinational corporations, more than educational institutions, may in the future be the key to effecting the profound changes required to achieve a "self-realization ethic" and an "ecological ethic":

> The future role of the multinational corporations is particularly important as regards the future habitability of the planet. New forms of world corporations, truly multinational in ownership and management, will play as important roles as national governments and international agencies in determining the world future. They are especially influential, not only because they are as powerful as many national governments, but because political boundaries are especially permeable to them. They will be key actors in the resolution of such fateful issues as the real opportunities available to underdeveloped nations, the distribution of materials among nations (e.g., influencing pressures on less developed nations to sell their reserves preferentially) and resistance of less developed countries to environmental and materials-conserving policies which might slow down their rate of economic growth. In a most important sense, the future of the world will depend heavily on how the multinational corporations respond to these responsibilities. (pp. 25-26)

21. At the University of California, Santa Barbara, there is a graduate program in "Confluent Education." For more information, see the statement by George I. Brown at a hearing held by the Joint Committee on March 8, 1972.

22. In the excellent essay, "The Process of Feeling," Susanne K. Langer writes:

> Behaviorism of some sort and degree has become such a prevailing attitude today in psychology, sociology, and various related fields of study that these are generally called 'the behavioral sciences.' Yet the term is not simply descriptive; it expresses a methodology and, further, an accepted belief about the relation of metaphysics to those sciences, if not about metaphysics itself. The consensus of social scientists, especially in America, is that such a metaphysical problem as the existence of something called "feeling," "consciousness," or "subjective experience" lies outside the realm of factual description which is the realm of science, and that consequently one may hold any philosophical opinion on such matters without the least effect on one's scientific investigations and findings.
>
> This opinion seems to me to be erroneous. The sciences are really born of philosophy; they do not simply arise from controlled observation when philosophy is finally slain and cleared away to permit their growth. They are born under quite special conditions -- when their key concepts reach a degree of abstraction and precision which makes them adequate to the demands of exact, powerful, and microscopically analytic thinking. Philosophy is the formulation and logical exploration of concepts. Therefore it is a philosophical event that generates a young, exciting, it may be blundering, science -- the reconception of facts under a new abstractive principle, in a new intellectual projection. (pp. 3-4)

23. Robert Hutchins has recently restated the case for education in the liberal arts. The goal of this experience is stated this way:

> The power we want our graduates to have is power in and over the unpredictable future. The power the college is best equipped to help them gain is intellectual power. It is the power of understanding and judgment.

Robert Hutchins, "Second Edition/ The Idea of a College," Center Magazine, Vol. V, No. 3, May/June, 1972, p. 46.

24. For detailed information on The Evergreen State College, see the Bulletin, 1972-73, or read the paper prepared by David Barry, Academic

Vice President and Provost, for the Conference on Experimental Living-Learning Programs, University of Nebraska, Lincoln, Nebraska, November 12-14, 1971. This essay was entitled, "Presentation: The Evergreen State College."

24a. A brief, journalistic report on the new curriculum of Raymond College, University of the Pacific, Stockton, appeared in the San Francisco Chronicle, Monday, November 1, 1971 (p. 7).

As the college moves into the second year of experience with this program -- all required courses eliminated, student-designed courses of study, yet with all students required to arrange that 12 of the 21 "courses" necessary for graduation be in the four areas of study -- environment, society and the community, arts and media, human development and the self -- there is informal evidence that this "curriculum" is being tightened or given more structure so as to assure that self-exploration will be matched by academic accomplishments.

25. See the Willis Harman article, "Agenda for Business: Choices for the Near-Term Future," especially pp. 12-13, for his description of how organizational changes are "feasible only if they are supported by changes in cultural values." Also, in this same essay, Harman argues that evidence is accumulating to support the claim that changes of this order and magnitude are in fact occurring (pp. 14-15).

This same thesis is presented under a different format in Harman's article, "Planning Amid Forces for Institutional Change" (available from Educational Policy Research Center, Stanford Research Institute).

26. A good overview of the purposes and organization of the Santa Cruz and San Diego campuses of the University of California -- both places where variations of the cluster concept are in effect -- is provided

by a memorandum from the Office of the President dated January 21, 1972, "Re: Cluster Colleges: The University of California Experience at Santa Cruz and San Diego." The administrative organizational charts are especially revealing.

27. New College, University of Alabama, is described in detail by Neal Berte, Dean, in the proceedings of a conference held there in January, 1972, pp. 12-33 of Innovations in Undergraduate Education: Selected Institutional Profiles and Thoughts about Experimentation.

28. E. Jantsch. "The Emerging Role of the University," paper prepared for the Massachusetts Institute of Technology -- Integrative planning for the "joint systems" of society and technology. Cambridge, Massachusetts: M.I.T., 1969. (mimeographed)

29. A. M. Mood. "More Effective Allocation of Society's Resources to Higher Education," October, 1970. (mimeographed paper)

30. Another organizational innovation, equally difficult to achieve as the two inclusive models cited in the text, is the regional university. The following brief description is by Richard Petersen, Educational Testing Service:

> "The proposed regional university would consist of some number of four-year comprehensive colleges spread around the region, a smaller number of separate graduate centers, and a regional university chancellor's office...All public higher education in a given metropolitan region would be embraced by the single unified regional university system. Thus there might be the Regional University of Detroit, or the Regional University of Los Angeles."

One aim in this plan is to overcome the competitiveness, duplication, etc. that presently trouble the higher education segments in California and elsewhere. For the source of additional information, see Bibliography.

31. Paul Heist, "Creative Students: College Transients" in The Creative College Student: An Unmet Challenge (see Bibliography).

32. Sections of the preceding paragraphs, dealing with inclusive and transitional models, appeared in a collection of papers prepared for The White House Conference on Youth (see Bibliography).

33. J. B. Lon Hefferlin has written a very useful article that summarizes the intensive course plan and experiences with it at various colleges: "Intensive courses -- A Research Need," The Research Reporter, Vol. VII, Number 3, 1972, pp. 1-4, available from the Center for Research and Development in Higher Education, Berkeley.

34. Antioch College/West, located in San Francisco, is one of the more experimental ventures underway in California. The following statements were taken from the school's '72-'73 catalogue. The first section deals with forms of "documentation" and the second with "degree considerations."

> DOCUMENTATION:
> Goals should be achievable, believable, conceivable (not vague), measurable (so that there's no question that you've done it), stated without an alternative; not injurious to self or others, and something you want to do as opposed to something you ought to do. -- M. Cheren and R. Feldman
>
> 1. Documentation of Past Experiences: Antioch College/West encourages students to incorporate their past experiences and activities, jobs, travel, classes at other institutions, into their educational objectives...
> 2. Documentation of Activities at Antioch College/West: We see a need for documentation of the movement toward a student's educational objectives. A convenient vehicle for this record keeping is a portfolio which will contain ongoing details of a student's progress plus the final outcome of that progress...
>
> DEGREE CONSIDERATIONS:
> 1. Considerations of Time...
> 2. Considerations of Records...
> 3. Considerations on Planning an Educational Program...
> 4. Considerations on Advising...
> 5. Context of College Concerns...

35. Harold Hodgkinson, "How to Evaluate Faculty When You Don't Know Much About Them," The Research Reporter, Berkeley: Center for Research and Development in Higher Education, Vol. VII, No. 2, 1972, pp. 5-8.

36. The issue of collective bargaining or unionism as an alternative means to collegiality for affecting policy formulation in colleges and universities is not dealt with in this paper. The interested reader should see a manuscript that is presently available only in mimeographed form, though it will be published within several months, by John Bunzel, President, California State University, San Jose, entitled, "Collective Bargaining in Higher Education."

37. The California State University and Colleges system is sponsoring a conference in November, 1972, supported by funding from the Carnegie Corporation of New York, on the PSI-Personalized System of Instruction.

38. The ERIC paper written by Harold Hodgkinson, "The Amazing Thing Is That It Works At All," gives a brief history of the rise of interest in the study of campus governance and then lists the dominant innovations, i.e., a decline of interest in the concept of representationality, with emphasis on participation defined as personal involvement; a move toward decentralization of many functions; an increasing heterogeneity of the groups involved in governance; a slight tendency favoring unicameral structures -- single boards or committees with equal representation for all participating groups; a new concern for accountability, particularly for the administrator who implements decisions made by others; a marked interest in collective bargaining or unionism, with the most likely outcome "greatly increased pay and greatly reduced professional autonomy..."

The paper also describes models of governance -- shared authority

hierarchical, bicameral or unicameral representative assembly, the communitarian, the ad hoc model, and others.

Perhaps most helpful is Hodgkinson's extensive bibliography. It offers research-based materials; information on trustees, presidents, and the roles of other administrators; a section on faculty and student participation in governance; another on political and legal dimensions of the theme; and typical policy statements.

39. On pages 6-9 of his testimony before the Joint Committee, March 9, 1972 David Provost, then Chairman of the Academic Senate, California State University and Colleges, there is a good review of the potential in television, telecommunications, and other types of instructional technology available now. Provost also deals sensitively with the effects various forms of change have on faculty attitudes.

40. Although the subject is not developed in this essay, innovative graduate programs for the preparation of college teachers are urgently needed. One modest model is the Doctor of Arts program, in effect at the University of Washington and in a dozen or so other universities, where students are given graduate instruction emphasizing preparation for teaching rather than research. A more radically innovative approach is taken by the Wright Institute of Berkeley, where at present about 50 graduate students are working on the Ph.D. in clinical and social psychology, but with concentrations ranging across a variety of problems and themes. Many of these students are expecting to go into college teaching.

A relevant essay is one written by the Wright Institute's founder, Nevitt Sanford, entitled, "Academic Culture and the Teacher's Development." It is available from the Institute upon request.

41. For more information on this pilot program, see The Campus-Community

Seminar by Melvin Bloom, Center for Research and Development in Higher Education, Berkeley (in press).

42. The Values Seminars were made possible by a grant from the Hazen Foundation. Additional information can be secured through the Foundation's office, New Haven, Connecticut.

43. The idea of competitive excellence and educational egalitarianism, as exmplified in the California "system" of higher education, is developed in an unpublished manuscript by Neil Smelser, University of California, Berkeley. (See Bibliography)

44. Most of this section of the essay appeared in The World Year Book of Higher Education, 1972-73. Universities Facing the Future, under the title, "Universities and Their Range of Concerns." (See Bibliography)

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APPENDIX

CALIFORNIA STATE COLLEGE, SONOMA

MEMORANDUM:

TO: Presidents, Chancellors

FROM: Warren Bryan Martin, Provost and Professor of History

In a moment of madness that is affecting me in more than momentary ways, I agreed to write a paper for the Joint Committee on the Master Plan. The topic is "Alternative Forms of Higher Education." The problems associated with this commitment are not of the committee's making, but are my own. I interpreted the assignment broadly and, consequently, am having an agonizing time deciding which of the myriad of alternatives available now should be lifted up for special consideration.

You would help to preserve my sanity, and might add to the value of this paper, if you could find a few minutes to order certain areas of interest within which, as you will notice, there are alternative organizational provisions.

Please circle the number that best represents your view of the importance of these alternatives. Notice that I am asking you to make judgments, first, in the context of your institution and, second, for higher education in California.

	Your Institution					Higher Education				
	High Import.				Low Import.	High Import.				Low Import.
1. Non-traditional studies, the external degree, etc.	1	2	3	4	5	1	2	3	4	5
2. Cluster colleges, experimental sub-units, etc.	1	2	3	4	5	1	2	3	4	5
3. Innovative graduate and professional programs	1	2	3	4	5	1	2	3	4	5
4. New modes of financing higher education	1	2	3	4	5	1	2	3	4	5
5. Changes in criteria and processes for institutional accreditation	1	2	3	4	5	1	2	3	4	5
6. Better assessment procedures for the retention and promotion of faculty	1	2	3	4	5	1	2	3	4	5

WBM - 2

	Your Institution					Higher Education				
	High Import.				Low Import.	High Import.				Low Import.
7. Evaluation of students -- changes in testing and grading procedures	1	2	3	4	5	1	2	3	4	5
8. New modes of teaching and learning:										
- problem/theme curricula	1	2	3	4	5	1	2	3	4	5
- calendar changes	1	2	3	4	5	1	2	3	4	5
- instructional technology	1	2	3	4	5	1	2	3	4	5
- peer teaching	1	2	3	4	5	1	2	3	4	5
- peer counselling	1	2	3	4	5	1	2	3	4	5
- field experience or work/study	1	2	3	4	5	1	2	3	4	5
- independent study	1	2	3	4	5	1	2	3	4	5
9. Institutional governance changes -- to widen representation in policy formulation	1	2	3	4	5	1	2	3	4	5
10. Educational philosophy -- shifting from an intellectual orientation toward a "balance" of cognitive and non-cognitive objectives	1	2	3	4	5	1	2	3	4	5
11. Revising the relationship between the institution and its constituency or the larger community -- toward closer interaction and interdependence.	1	2	3	4	5	1	2	3	4	5

Comments:

Name _____ Office _____

Institution _____

Please return this form to me by October 24. Thank you for your help.

William Fox Massy

RESPONSES BY TYPE OF INSTITUTION

Item: 1. Non-traditional studies, the external degree, etc.

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Community College	*OI	1...1%	51...41%	34...27%	38...31%	124
	**HE	2...2%	86...69%	29...23%	7...6%	124
State Colleges & Univ.	OI	0	15...52%	8...28%	6...21%	29
	HE	1...3%	19...66%	8...28%	1... 3%	29
Private Liberal Arts[1]	OI	0	19...36%	9...17%	25...47%	53
	HE	1...2%	31...58%	14...26%	7...13%	53
Total[2]	OI	1...1%	89...42%	52...25%	69...33%	211
	HE	4...2%	139...66%	52...25%	16... 8%	211

Item: 2. Cluster colleges, experimental sub-units, etc.

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Community Colleges	OI	2...2%	31...25%	25...20%	66...53%	124
	HE	3...2%	60...48%	44...35%	17...14%	124
State Colleges & Univ.	OI	0	10...34%	9...31%	10...34%	29
	HE	1...3%	14...48%	11...38%	3...10%	29
Private Liberal Arts[1]	OI	1...2%	18...34%	8...15%	26...59%	53
	HE	0	26...49%	18...34%	9...17%	53
Total[2]	OI	3...1%	63...30%	43...20%	102...48%	211
	HE	4...2%	102...48%	75...36%	30...14%	211

Item: 3. Innovative graduate and professional programs

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Community Colleges	OI	18...15%	14...11%	7... 6%	85...69%	124
	HE	10...8%	95...77%	12...10%	7... 6%	124
State Colleges & Univ.	OI	0	22...76%	4...14%	3...10%	29
	HE	1...3%	22...76%	4...14%	2... 7%	29
Private Liberal Arts[1]	OI	2...4%	29...55%	10...19%	12...23%	53
	HE	1...2%	38...72%	12...23%	2... 4%	53
Total[2]	OI	20...10%	68...32%	22...10%	101...48%	211
	HE	12...6%	158...75%	30...14%	11... 5%	211

*OI = Own Institution
**HE = Higher Education

[1]Private Universities Excluded
[2]Private Universities Included

RESPONSES BY TYPE OF INSTITUTION

Item: 4. New modes of financing higher education

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Community College	*OI	1...1%	112...90%	9... 7%	2... 2%	124
	**HE	5...4%	107...86%	10... 8%	2... 2%	124
State Colleges & Univ.	OI	1...3%	17...59%	4...14%	7...24%	29
	HE	2...7%	22...76%	4...14%	1... 3%	29
Private Liberal Arts[1]	OI	0	43...81%	7...13%	3... 6%	53
	HE	0	44...83%	7...13%	2... 4%	53
Total[2]	OI	2...1%	176...83%	21...10%	12... 6%	211
	HE	7...3%	177...84%	22...10%	5... 2%	211

Item: 5. Changes in criteria and processes for institutional accreditation

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Community Colleges	OI	1...1%	40...32%	42...34%	41...33%	124
	HE	5...4%	42...34%	47...38%	30...24%	124
State Colleges & Univ.	OI	1...3%	6...21%	8...28%	14...48%	29
	HE	2...7%	10...34%	5...17%	12...41%	29
Private Liberal Arts[1]	OI	1...2%	15...28%	18...34%	19...36%	53
	HE	1...2%	14...26%	22...42%	16...30%	53
Total[2]	OI	3...1%	62...29%	68...32%	78...37%	211
	HE	8...4%	67...32%	76...36%	60...28%	211

Item: 6. Better assessment procedures for the retention and promotion of faculty

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Community Colleges	OI	0	87...70%	18...15%	19...15%	124
	HE	3...2%	93...75%	18...15%	10... 8%	124
State Colleges & Univ.	OI	0	24...83%	4...14%	1... 3%	29
	HE	1...3%	22...76%	6...21%	0	29
Private Liberal Arts[1]	OI	0	40...75%	9...17%	4... 8%	53
	HE	0	41...77%	11...21%	1... 2%	53
Total[2]	OI	0	155...74%	32...15%	14...11%	211
	HE	4...2%	158...75%	38...18%	11... 5%	211

*OI = Own Institution
**HE = Higher Education

[1]Private Universities Excluded
[2]Private Universities Included

RESPONSES BY TYPE OF INSTITUTION

Item: 7. Evaluation of students -- changes in testing and grading procedures

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Community College	*OI	0	82...66%	35...28%	7... 6%	124
	**HE	2...2%	85...69%	30...24%	7... 6%	124
State Colleges & Univ.	OI	0	15...52%	10...34%	4...14%	29
	HE	1...3%	16...55%	8...28%	4...14%	29
Private Liberal Arts[1]	OI	0	24...45%	19...36%	10...19%	53
	HE	1...2%	22...42%	23...43%	7...13%	53
Total[2]	OI	0	123...58%	66...31%	22...10%	211
	HE	4...2%	124...59%	63...30%	20...10%	211

Item: 8a. New modes of teaching and learning: PROBLEM/THEME CURRICULA

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Community Colleges	OI	8...6%	69...56%	39...31%	8... 6%	124
	HE	13...10%	70...56%	34...27%	7... 6%	124
State Colleges & Univ.	OI	1...3%	13...45%	13...45%	2... 7%	29
	HE	2...7%	13...45%	10...34%	4...14%	29
Private Liberal Arts[1]	OI	0	24...45%	21...40%	8...15%	53
	HE	3...6%	21...40%	24...45%	5... 9%	53
Total[2]	OI	9...4%	109...52%	74...35%	19... 9%	211
	HE	18...9%	109...51%	69...33%	17... 8%	211

Item: 8b. New modes of teaching and learning: CALENDAR CHANGES

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Community Colleges	OI	1...1%	76...61%	31...25%	16...13%	124
	HE	8...6%	57...46%	45...36%	14...11%	124
State Colleges & Univ.	OI	0	10...34%	6...21%	13...45%	29
	HE	1...3%	8...28%	10...34%	10...34%	29
Private Liberal Arts[1]	OI	0	18...34%	16...30%	19...36%	43
	HE	3...6%	14...26%	20...38%	16...30%	53
Total[2]	OI	1...1%	106...50%	55...26%	49...23%	211
	HE	12... 6%	80...38%	76...36%	43...20%	211

*OI = Own Institution
**HE = Higher Education

[1]Private Universities Excluded
[2]Private Universities Included

RESPONSES BY TYPE OF INSTITUTION

Item: 8c. New modes of teaching and learning: INSTRUCTIONAL TECHNOLOGY

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Community College	*OI	2...2%	102...82%	18...15%	2... 2%	124
	**HE	9...7%	92...74%	22...18%	1... 1%	124
State Colleges & Univ.	OI	0	18...62%	7...24%	4...14%	29
	HE	1...3%	19...66%	7...24%	2... 7%	29
Private Liberal Arts[1]	OI	0	19...36%	22...42%	12...23%	53
	HE	1...2%	29...55%	18...34%	5... 9%	53
Total[2]	OI	2...1%	141...67%	49...23%	19... 9%	211
	HE	11...5%	142...67%	49...23%	9... 4%	211

Item: 8d. New modes of teaching and learning: PEER TEACHING

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Community Colleges	OI	4...3%	58...47%	40...32%	22...18%	124
	HE	10...8%	55...44%	46...37%	13...10%	124
State Colleges & Univ.	OI	0	4...14%	13...45%	12...41%	29
	HE	1...3%	7...24%	12...41%	9...31%	29
Private Liberal Arts[1]	OI	0	13...25%	19...36%	21...40%	53
	HE	1...2%	13...25%	23...43%	16...30%	53
Total[2]	OI	4...2%	75...36%	75...36%	57...27%	211
	HE	12...6%	75...36%	83...39%	41...19%	211

Item: 8e. New modes of teaching and learning: PEER COUNSELLING

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Community Colleges	OI	4...3%	79...64%	28...23%	13...10%	124
	HE	9...7%	65...52%	43...35%	7... 6%	124
State Colleges & Univ.	OI	0	12...41%	10...34%	7...24%	29
	HE	1...3%	9...31%	14...48%	5...17%	29
Private Liberal Arts[1]	OI	0	17...32%	16...30%	20...38%	53
	HE	1...2%	16...30%	23...43%	13...25%	53
Total[2]	OI	4...2%	109...52%	57...27%	41...19%	211
	HE	11...5%	90...43%	82...39%	28...13%	211

*OI = Own Institution
**HE = Higher Education

[1]Private Universities Excluded
[2]Private Universities Included

RESPONSES BY TYPE OF INSTITUTION

Item: 8f. New modes of teaching and learning: FIELD EXERIENCE OR WORK/STUDY

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Community College	*OI	2...2%	112...90%	10... 8%	0	124
	**HE	5...4%	87...70%	31...25%	1... 1%	124
State Colleges & Univ.	OI	0	24...83%	5...17%	0	29
	HE	1...3%	20...69%	8...28%	0	29
Private Liberal Arts [1]	OI	0	39...74%	8...15%	6...11%	53
	HE	1...2%	38...72%	10...19%	4... 8%	53
Total [2]	OI	2...1%	180...85%	23...11%	6... 3%	211
	HE	7...3%	147...70%	51...24%	6... 3%	211

Item: 8g. New modes of teaching and learning: INDEPENDENT STUDY

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Community Colleges	OI	2...2%	85...69%	31...25%	6... 5%	124
	HE	5...4%	99...80%	17...14%	3... 2%	124
State Colleges & Univ.	OI	0	23...79%	4...14%	2... 7%	29
	HE	1...3%	20...69%	6...21%	2... 7%	29
Private Liberal Arts [1]	OI	0	46...87%	5... 9%	2... 4%	53
	HE	1...2%	36...68%	15...28%	1... 2%	53
Total [2]	OI	2...1%	159...75%	40...19%	10... 5%	211
	HE	7...3%	157...74%	40...19%	7... 3%	211

Item: 9. Institutional governance changes -- to widen representation in policy formulation.

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Community Colleges	OI	0	54...44%	42...34%	28...23%	124
	HE	5...4%	53...43%	42...34%	24...19%	124
State Colleges & Univ.	OI	0	9...31%	10...34%	10...34%	29
	HE	1...3%	12...41%	11...38%	5...17%	29
Private Liberal Arts [1]	OI	0	22...42%	15...28%	16...30%	53
	HE	1...2%	26...49%	18...34%	8...15%	53
Total [2]	OI	0	89...42%	67...32%	55...26%	211
	HE	7...3%	93...44%	73...35%	38...18%	211

*OI = Own Institution
**HE = Higher Education

[1] Private Universities Excluded
[2] Private Universities Included

RESPONSES BY TYPE OF INSTITUTION

Item: 10. Educational philosophy -- shifting from an intellectual orientation toward a "balance" of cognitive and non-cognitive objectives

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Community College	*OI	1...1%	83...67%	34...27%	6... 5%	124
	**HE	5...4%	79...64%	33...27%	7... 6%	124
State Colleges & Univ.	OI	1...3%	12...41%	10...34%	6...21%	29
	HE	3...10%	10...34%	12...41%	4...14%	29
Private Liberal Arts [1]	OI	1...2%	24...45%	10...19%	18...34%	53
	HE	2...4%	25...47%	17...32%	9... 17%	53
Total [2]	OI	3...1%	121...57%	57...27%	30...14%	211
	HE	10...5%	115...55%	66...31%	20...10%	211

Item: 11. Revising the relationship between the institution and its constituency or the larger community -- toward closer interaction and interdependence

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Community Colleges	OI	1...1%	94...76%	26...21%	3... 2%	124
	HE	4...3%	89...72%	26...21%	5... 4%	124
State Colleges & Univ.	OI	0	19...66%	7...24%	3...10%	29
	HE	1...3%	13...45%	12...41%	3...10%	29
Private Liberal Arts [1]	OI	1...2%	33...62%	14...26%	5... 9%	53
	HE	2...4%	35...66%	12...23%	4... 8%	53
Total [2]	OI	2...1%	150...71%	48...23%	11... 5%	211
	HE	7...3%	141...67%	51...24%	12... 6%	211

*OI = Own Institution
**HE = Higher Education

[1] Private Universities Excluded
[2] Private Universities Included

RESPONSES BY SIZE OF INSTITUTION

Item: 1. Non-traditional studies, the external degree, etc.

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Unknown	*OI	0	0	1...100%	0	1
	**HE	0	1...100%	0	0	1
0-1,000	OI	0	18...43%	5...12%	19...45%	42
	HE	0	23...55%	13...31%	6...14%	42
1,001-2,500	OI	0	13...41%	10...31%	9...18%	32
	HE	1...3%	23...72%	4...13%	4...13%	32
2,501-5,000	OI	1...3%	14...38%	10...27%	12...32%	37
	HE	0	26...70%	11...30%	0	37
5,001-10,000	OI	0	22...49%	10...22%	13...29%	45
	HE	2...4%	28...62%	14...31%	1... 2%	45
10,001-15,000	OI	0	13...54%	7...25%	6...21%	28
	HE	0	20...71%	4...14%	4...14%	28
15,000+	OI	0	7...17%	9...35%	10...38%	26
	HE	1...4%	18...69%	6...23%	1... 4%	26
Total	OI	1...1%	89...42%	52...25%	69...33%	211
	HE	4...2%	139...66%	52...25%	16...8%	211

*OI = Own Institution
**HE = Higher Education

RESPONSES BY SIZE OF INSTITUTION

Item: 2. Cluster colleges, experimental sub-units, etc.

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Unknown	*OI	0	1...100%	0	0	1
	**HE	0	1...100%	0	0	1
0-1,000	OI	1...2%	18...43%	5...12%	18...43%	42
	HE	0	22...52%	15...36%	5...12%	42
1,001-2,500	OI	0	8...25%	4...13%	20...63%	32
	HE	0	16...50%	11...34%	5...16%	32
2,501-5,000	OI	2...5%	9...24%	5...14%	21...57%	37
	HE	0	21...57%	10...27%	6...16%	37
5,001-10,000	OI	0	13...29%	15...33%	17...38%	45
	HE	2...4%	19...42%	17...38%	7...16%	45
10,001-15,000	OI	0	10...36%	5...18%	13...46%	28
	HE	0	11...39%	13...46%	4...14%	28
15,000+	OI	0	4...15%	9...35%	13...50%	26
	HE	2...8%	12...46%	9...35%	3...12%	26
Total	OI	3...1%	63...30%	43...20%	102...48%	211
	HE	4...2%	102...48%	75...36%	30...14%	211

*OI = Own Institution
**HE = Higher Education

RESPONSES BY SIZE OF INSTITUTION

Item: 3. Innovative graduate and professional programs

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Unknown	*OI	0	0	1...100%	0	1
	**HE	1...100%	0	0	0	1
0-1,000	OI	1...2%	20...48%	5...12%	16...38%	42
	HE	0	29...69%	9...21%	4...10%	42
1,001-2,500	OI	3...9%	10...31%	6...19%	13...41%	32
	HE	0	24...75%	8...25%	0	32
2,501-5,000	OI	5...14%	4...11%	2... 5%	26...70%	37
	HE	3...8%	29...78%	3... 8%	2... 5%	37
5,001-10,000	OI	7...16%	12...26%	5...11%	21...47%	45
	HE	5...11%	34...76%	5...11%	1...2%	45
10,001-15,000	OI	4...14%	7...25%	1... 4%	10...57%	28
	HE	2...7%	21...75%	2... 7%	3...11%	28
15,000+	OI	0	15...58%	2... 8%	9...34%	26
	HE	1...4%	21...81%	3...12%	1... 4%	26
Total	OI	20...10%	68...32%	22...10%	101...48%	211
	HE	12...6%	158...75%	30...14%	11... 5%	211

*OI = Own Institution
**HE = Higher Education

RESPONSES BY SIZE OF INSTITUTION

Item: 4. New modes of financing higher education

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Unknown	*OI	0	1...100%	0	0	1
	**HE	1...100%	0	0	0	1
0-1,000	OI	0	37...88%	3... 7%	2... 5%	42
	HE	0	35...83%	5...12%	2... 5%	42
1,001-2,500	OI	0	24...75%	7...22%	1... 3%	32
	HE	0	26...81%	6...19%	0	32
2,501-5,000	OI	0	32...86%	4...11%	1... 3%	37
	HE	1...3%	33...89%	2... 5%	1... 3%	37
5,001-10,000	OI	0	38...84%	6...13%	1... 3%	45
	HE	2...4%	39...87%	4... 9%	0	45
10,001-15,000	OI	2...7%	24...86%	0	2... 7%	28
	HE	2...7%	23...82%	2... 7%	0	28
15,000+	OI	0	20...77%	1... 4%	5...19%	26
	HE	1...4%	21...81%	3...12%	1... 4%	26
Total	OI	2...1%	176...83%	21...10%	12... 6%	211
	HE	7...3%	177...84%	22...10%	5... 2%	211

*OI = Own Institution
**HE = Higher Education

RESPONSES BY SIZE OF INSTITUTION

Item: 5. Changes in criteria and processes for institutional accreditation

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Unknown	*OI	0	0	1...100%	0	1
	**HE	1...100%	0	0	0	1
0-1,000	OI	0	16...38%	14...33%	12...29%	42
	HE	0	14...33%	17...40%	11...26%	42
1,001-2,500	OI	1...3%	8...25%	13...41%	10...31%	32
	HE	1...3%	8...25%	18...56%	5...16%	32
2,501-5,000	OI	1...3%	16...43%	8...22%	12...32%	37
	HE	1...3%	19...51%	7...19%	10...27%	37
5,001-10,000	OI	0	13...29%	14...31%	18...40%	45
	HE	2...4%	13...29%	14...31%	16...36%	45
10,001-15,000	OI	1...4%	6...21%	10...36%	11...39%	28
	HE	2...7%	6...21%	11...39%	9...32%	28
15,000+	OI	0	3...11%	8...31%	15...58%	26
	HE	1...4%	7...27%	9...35%	9...35%	26
Total	OI	3...1%	62...29%	68...32%	78...37%	211
	HE	8...4%	67...32%	76...36%	60...28%	211

*OI = Own Institution
**HE = Higher Education

RESPONSES BY SIZE OF INSTITUTION

Item: 6. Better assessment procedures for the retention and promotion of faculty

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Unknown	*OI	0	0	1...100%	0	1
	**HE	1...100%	0	0	0	1
0-1,000	OI	0	32...76%	7...17%	3... 7%	42
	HE	0	30...71%	11...26%	1... 2%	42
1,001-2,500	OI	0	24...75%	5...16%	3... 9%	32
	HE	0	24...75%	7...22%	1... 3%	32
2,501-5,000	OI	0	29...78%	4...11%	4...11%	37
	HE	0	28...76%	5...14%	4...11%	37
5,001-10,000	OI	0	30...67%	7...16%	8...18%	45
	HE	2...4%	34...76%	6...13%	3... 7%	45
10,001-15,000	OI	0	21...75%	4...14%	3...11%	28
	HE	0	26...93%	1...4%	1... 4%	28
15,000+	OI	0	19...73%	4...15%	3...12%	26
	HE	1...4%	16...62%	8...31%	1... 4%	26
Total	OI	0	155...74%	32...15%	14...11%	211
	HE	4...2%	158...75%	38...18%	11... 5%	211

*OI = Own Institution
**HE = Higher Education

RESPONSES BY SIZE OF INSTITUTION

Item: 7. Evaluation of students -- changes in testing and grading procedures

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Unknown	*OI	0	1...100%	0	0	1
	**HE	0	1...100%	0	0	1
0-1,000	OI	0	26...62%	10...24%	6...14%	42
	HE	1...2%	22...52%	14...33%	5...12%	42
1,001-2,500	OI	0	12...38%	16...50%	4...13%	32
	HE	0	12...38%	16...50%	4...13%	32
2,501-5,000	OI	0	23...62%	10...27%	4...11%	37
	HE	0	26...70%	8...22%	3... 8%	37
5,001-10,000	OI	0	29...64%	13...29%	3...7%	45
	HE	2...4%	29...64%	12...27%	2... 4%	45
10,001-15,000	OI	0	18...64%	8...29%	2... 7%	28
	HE	0	20...71%	6...21%	2... 7%	28
15,000+	OI	0	14...54%	9...35%	3...12%	26
	HE	1...4%	14...54%	7...27%	4...15%	26
Total	OI	0	123...58%	66...31%	22...10%	211
	HE	4...2%	124...59%	63...30%	20...10%	211

*OI = Own Institution
**HE = Higher Education

RESPONSES BY SIZE OF INSTITUTION

Item: 8a. New modes of teaching and learning: PROBLEM/THEME CURRICULA

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Unknown	*OI	0	1..100%	0	0	1
	**HE	1...100%	0	0	0	1
0-1,000	OI	0	21...50%	18...43%	3... 7%	42
	HE	4...10%	16...38%	18...43%	4...10%	42
1,001-2,500	OI	1...3%	13...41%	12...38%	6...19%	32
	HE	1...3%	14...44%	14...44%	3... 9%	32
2,501-5,000	OI	0	21...57%	13...35%	3... 8%	37
	HE	1...3%	26...70%	8...22%	2... 5%	37
5,001-10,000	OI	3...7%	28...62%	8...18%	6...13%	45
	HE	5...11%	26...58%	9...20%	5...11%	45
10,001-15,000	OI	3...11%	13...46%	11...39%	1... 4%	28
	HE	4...14%	12...43%	10...36%	2... 7%	28
15,000+	OI	2...8%	12...46%	12...46%	0	26
	HE	2...8%	13...50%	10...38%	1... 4%	26
Total	OI	9...4%	109...52%	74...35%	19... 9%	211
	HE	18...9%	107...51%	69...33%	17... 8%	211

*OI = Own Institution
**HE = Higher Education

RESPONSES BY SIZE OF INSTITUTION

Item: 8b. New modes of teaching and learning: CALENDAR CHANGES

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Unknown	*OI	0	1...100%	0	0	1
	**HE	1...100%	0	0	0	1
0-1,000	OI	0	17...40%	14...33%	11...26%	42
	HE	2...5%	11...26%	19...45%	10...24%	42
1,001-2,500	OI	0	12...38%	13...41%	7...22%	32
	HE	0	11...34%	14...44%	7...22%	32
2,501-5,000	OI	0	21...57%	7...19%	9...24%	37
	HE	2...5%	17...46%	11...30%	7.. 19%	37
5,001-10,000	OI	0	29...64%	9...20%	7...16%	45
	HE	3...7%	20...44%	13...29%	9...20%	45
10,001-15,000	OI	0	11...39%	8...29%	9...32%	28
	HE	2...7%	8...29%	12...43%	6...21%	28
15,000+	OI	1...4%	15...58%	4...15%	6...23%	26
	HE	2...8%	13...50%	7...27%	4...15%	26
Total	OI	1...1%	106...50%	55...26%	49...23%	211
	HE	12...6%	80...38%	76...36%	43...20%	211

*OI = Own Institution
**HE = Higher Education

RESPONSES BY SIZE OF INSTITUTION

Item: 8c. New modes of teaching and learning: INSTRUCTIONAL TECHNOLOGY

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Unknown	*OI	0	0	0	1...100%	1
	**HE	1...100%	0	0	0	1
0-1,000	OI	0	21...50%	13...31%	8...19%	42
	HE	1...2%	27...64%	12...29%	2... 5%	42
1,001-2,500	OI	0	19...59%	11...34%	2... 6%	32
	HE	0	18...56%	13...41%	1... 3%	32
2,501-5,000	OI	0	27...73%	7...19%	3... 8%	37
	HE	2...5%	28...76%	5...14%	2... 5%	37
5,001-10,000	OI	0	30...67%	12...27%	3... 7%	42
	HE	2...4%	26...58%	15...33%	2... 4%	42
10,001-15,000	OI	0	26...93%	2... 7%	0	28
	HE	1...4%	26...93%	1... 4%	0	28
15,000+	OI	2...8%	18...69%	4...15%	2... 8%	26
	HE	4...15%	17...65%	3...12%	2... 8%	26
Total	OI	2...1%	141...67%	49...23%	19... 9%	211
	HE	11...5%	142...67%	49...23%	9... 4%	211

*OI = Own Institution
**HE = Higher Education

RESPONSES BY SIZE OF INSTITUTION

Item: 8d. New modes of teaching and learning: PEER TEACHING

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Unknown	*OI	0	1..100%	0	0	1
	**HE	1...100%	0	0	0	1
0-1,000	OI	0	12...29%	19...45%	11...26%	42
	HE	1...2%	12...29%	23...55%	6...14%	42
1,001-2,500	OI	0	8...25%	12...38%	12...38%	32
	HE	0	10...31%	12...38%	10...31%	32
2,501-5,000	OI	0	15...41%	14...38%	8...22%	37
	HE	1...3%	17...46%	12...32%	7...19%	37
5,001-10,000	OI	1...2%	21...47%	10...22%	13...29%	45
	HE	4... 9%	15...33%	17...38%	9...20%	45
10,001-15,000	OI	2...7%	12...43%	9...32%	5...18%	28
	HE	3...11%	12...43%	9...32%	4...14%	28
15,000+	OI	1...4%	6...23%	11...42%	8...31%	26
	HE	2...8%	9...35%	10...38%	5...19%	26
Total	OI	4...2%	75...36%	75...36%	57...27%	211
	HE	12...6%	75...36%	83...39%	41...19%	211

*OI = Own Institution
**HE = Higher Education

RESPONSES BY SIZE OF INSTITUTION

Item: 8e. New modes of teaching and learning: PEER COUNSELING

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Unknown	*OI	0	1...100%	0	0	1
	**HE	1...100%	0	0	0	1
0-1,000	OI	0	21...50%	9...21%	12...29%	42
	HE	1...2%	16...38%	19...45%	6...14%	42
1,001-2,500	OI	0	8...25%	11...34%	13...41%	32
	HE	0	10...31%	13...41%	9...28%	32
2,501-5,000	OI	0	20...54%	12...32%	5...14%	37
	HE	1...3%	20...54%	12...32%	4...11%	37
5,001-10,000	OI	1...2%	28...62%	11...24%	5...11%	45
	HE	3...7%	19...42%	18...40%	5...11%	45
10,001-15,000	OI	2...7%	17...61%	7...25%	2... 7%	28
	HE	3...11%	13...46%	10...36%	2... 7%	28
15,000+	OI	1...4%	14...54%	7...27%	4...15%	26
	HE	2...8%	12...46%	10...38%	2... 8%	26
Total	OI	4...2%	109...52%	57...27%	41...19%	211
	HE	11...5%	90...43%	82...39%	28...13%	211

*OI = Own Institution
**HE = Higher Education

RESPONSES BY SIZE OF INSTITUTION

Item: 8f. New modes of teaching and learning: FIELD EXPERIENCE OR WORK/STUDY

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Unknown	*OI	0	1...100%	0	0	1
	**HE	1...100%	0	0	0	1
0-1,000	OI	0	35...83%	4...10%	3... 7%	42
	HE	1...2%	30...71%	9...21%	2... 5%	42
1,001-2,500	OI	1...3%	22...69%	6...19%	3... 9%	32
	HE	0	20...62%	10...31%	2... 6%	32
2,501-5,000	OI	0	32...86%	5...14%	0	37
	HE	1...3%	25...68%	11...30%	0	37
5,001-10,000	OI	0	43...96%	2... 4%	0	45
	HE	2...4%	31...69%	10...22%	2... 4%	45
10,001-15,000	OI	0	26...93%	2... 7%	0	28
	HE	0	22...79%	6...21%	0	28
15,000+	OI	1...4%	21...81%	4...15%	0	26
	HE	2...8%	19...73%	5...19%	0	26
Total	OI	2...1%	180...85%	23...11%	6... 3%	211
	HE	7...3%	147...70%	51...24%	6... 3%	211

*OI = Own Institution
**HE = Higher Education

RESPONSES BY SIZE OF INSTITUTION

Item: 8g. New modes of teaching and learning: INDEPENDENT STUDY

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Unknown	*OI	0	1...100%	0	0	1
	**HE	1...100%	0	0	0	1
0-1,000	OI	0	34...81%	6...14%	2... 5%	42
	HE	1...2%	27...64%	12...29%	2... 5%	42
1,001-2,500	OI	0	26...81%	4...13%	2... 6%	32
	HE	0	20...63%	12...38%	0	32
2,501-5,000	OI	0	27...73%	8...22%	2... 5%	37
	HE	0	30...81%	6...16%	1... 3%	37
5,001-10,000	OI	1...2%	32...71%	11...24%	1... 2%	45
	HE	3...7%	37...82%	3... 7%	2... 4%	45
10,001-15,000	OI	0	19...68%	7...25%	2... 7%	28
	HE	0	24...86%	3...11%	1... 4%	28
15,000+	OI	1...4%	20...77%	4...15%	1... 4%	26
	HE	2...8%	19...73%	4...15%	1... 4%	26
Total	OI	2...1%	159...75%	40...19%	10... 5%	211
	HE	7...3%	157...74%	40...19%	7... 3%	211

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RESPONSES BY SIZE OF INSTITUTION

Item: 9. Institutional governance changes -- to widen representation in policy formulation.

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Unknown	*OI	0	1...100%	0	0	1
	**HE	1...100%	0	0	0	1
0-1,000	OI	0	21...50%	11...26%	10...24%	42
	HE	0	20...48%	16...38%	6...14%	42
1,001-2,500	OI	0	13...41%	10...31%	9...28%	32
	HE	0	13...41%	15...47%	4...13%	32
2,501-5,000	OI	0	12...32%	9...24%	16...43%	37
	HE	2...5%	17...46%	8...22%	10...27%	37
5,001-10,000	OI	0	19...42%	20...44%	6...13%	45
	HE	3...7%	20...44%	15...33%	7...16%	45
10,001-15,000	OI	0	14...50%	9...32%	5...18%	28
	HE	0	14...50%	8...29%	6...21%	28
15,000+	OI	0	9...35%	8...31%	9...35%	26
	HE	1...4%	9...35%	11...42%	5...19%	26
Total	OI	0	89...42%	67...32%	55...26%	211
	HE	7...3%	93...44%	73...35%	38...18%	211

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RESPONSES BY SIZE OF INSTITUTION

Item: 10. Educational philosophy -- shifting from an intellectual orientation toward a "balance" of cognitive and non-cognitive objectives.

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Unknown	*OI	0	1...100%	0	0	1
	**HE	1...100%	0	0	0	1
0-1,000	OI	1...2%	23...55%	9...21%	9...21%	42
	HE	1...2%	22...52%	14...33%	5...12%	42
1,001-2,500	OI	0	17...53%	8...25%	7...22%	32
	HE	1...3%	16...50%	12...38%	3... 9%	32
2,501-5,000	OI	0	25...68%	9...24%	3... 8%	37
	HE	1...3%	22...59%	11...30%	3... 8%	37
5,001-10,000	OI	1...2%	26...58%	15...33%	3... 7%	45
	HE	4...9%	25...56%	13...29%	3... 7%	45
10,001-15,000	OI	1...4%	17...61%	8...29%	2... 7%	28
	HE	1...4%	17...61%	7...25%	3...11%	28
15,000+	OI	0	12...36%	8...31%	6...23%	23
	HE	1...4%	13...50%	9...35%	3...12%	23
Total	OI	3...1%	121...57%	57...27%	30...14%	211
	HE	10...5%	115...55%	66...31%	20...10%	211

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RESPONSES BY SIZE OF INSTITUTION

Item: 11. Revising the relationship between the institution and its constituency or the larger community -- toward closer interaction and interdependence

		No Response	High Importance	Moderate Importance	Low Importance	Total Respondants
Unknown	*OI	0	1...100%	0	0	1
	**HE	1...100%	0	0	0	1
0-1,000	OI	0	30...71%	10...24%	2... 5%	42
	HE	0	27...64%	12...29%	3... 7%	42
1,001-2,500	OI	0	23...72%	7...22%	2... 6%	32
	HE	1...3%	23...72%	5...16%	3... 9%	32
2,501-5,000	OI	2...5%	23...62%	10...27%	2... 5%	37
	HE	2...5%	23...62%	12...32%	0	37
5,001-10,000	OI	0	31...69%	12...27%	2... 4%	45
	HE	2...4%	30...67%	10...22%	3... 7%	45
10,001-15,000	OI	0	23...82%	5...18%	0	28
	HE	0	22...79%	6...21%	0	28
15,000+	OI	0	19...73%	4...15%	3...12%	26
	HE	1...4%	16...62%	6...23%	3...12%	26
Total	OI	2...1%	150...71%	48...23%	11... 5%	211
	HE	7...3%	141...67%	51...24%	12... 6%	211

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ROLE OF INDIVIDUAL ANSWERING QUESTIONNAIRE

Item: 1. Non-traditional studies, the external degree, etc.

		No Response	High Importance	Moderate Importance	Low Importance	Total
President/ Chancellor	*OI	1...1%	40...44%	21...23%	29...32%	91
	**HE	1...1%	64...70%	17...19%	9...10%	91
Vice Pres. Dean Provost	OI	0	41...42%	25...26%	31...32%	97
	HE	2...2%	62...64%	28...29%	5... 5%	97
Other/ Unknown	OI	0	8...35%	6...26%	9...39%	23
	HE	1...4%	13...57%	7...30%	2... 9%	23
Total	OI	1...1%	89...42%	52...25%	69...33%	211
	HE	4...2%	139...66%	52...25%	16... 8%	211

Item: 2. Cluster colleges, experimental sub-units, etc.

		No Response	High Importance	Moderate Importance	Low Importance	Total
President/ Chancellor	OI	2...2%	31...34%	17...19%	41...45%	91
	HE	1...1%	41...45%	34...37%	15...17%	91
Vice Pres. Dean Provost	OI	1...1%	22...23%	23...24%	51...52%	97
	HE	3...3%	51...53%	30...31%	13...13%	97
Other/ Unknown	OI	0	10...44%	3...13%	10...44%	23
	HE	0	10...44%	11...48%	2... 9%	23
Total	OI	3...1%	63...30%	43...20%	102...48%	211
	HE	4...2%	102...48%	75...36%	30...14%	211

Item: 3. Innovative graduate and professional programs

		No Response	High Importance	Moderate Importance	Low Importance	Total
President/ Chancellor	OI	9...10%	30...33%	8... 9%	44...48%	91
	HE	5... 6%	75...82%	7... 8%	4... 4%	91
Vice Pres. Dean Provost	OI	10...10%	28...29%	11...11%	48...50%	97
	HE	6...6%	69...71%	16...17%	6... 6%	97
Other/ Unknown	OI	1...4%	10...44%	3...13%	9...39%	23
	HE	1...4%	14...61%	7...30%	1... 4%	23
Total	OI	20...10%	68...32%	22...10%	101...48%	211
	HE	12... 6%	158...75%	30...14%	11... 5%	211

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ROLE OF INDIVIDUAL ANSWERING QUESTIONNAIRE

Item: 4. New modes of financing higher education

		No Response	High Importance	Moderate Importance	Low Importance	Total
President/ Chancellor	*OI	1...1%	78...86%	7... 8%	5... 6%	91
	**HE	3...3%	80...88%	7... 8%	1... 1%	91
Vice Pres. Dean Provost	OI	1...1%	81...84%	8... 8%	7... 7%	97
	HE	3...3%	79...81%	11...11%	4... 4%	97
Other/ Unknown	OI	0	17...74%	6...26%	0	23
	HE	1...4%	18...78%	4...17%	0	23
Total	OI	2...1%	176...83%	21...10%	12... 6%	211
	HE	7...3%	177...84%	22...10%	5... 2%	211

Item: 5. Changes in criteria and processes for institutional accreditation

		No Response	High Importance	Moderate Importance	Low Importance	Total
President/ Chancellor	OI	2...2%	29...32%	31...34%	29...32%	91
	HE	4...4%	35...39%	33...36%	19...21%	91
Vice Pres. Dean Provost	OI	1...1%	31...32%	27...28%	38...39%	97
	HE	3...3%	29...30%	33...34%	32...33%	97
Other/ Unknown	OI	0	2... 9%	10...44%	11...48%	23
	HE	1...4%	3...13%	10...44%	9...39%	23
Total	OI	3...1%	62...29%	68...32%	78...37%	211
	HE	8...4%	67...32%	76...36%	60...28%	211

Item: 6. Better assessment procedures for the retention and promotion of faculty

		No Response	High Importance	Moderate Importance	Low Importance	Total
President/ Chancellor	OI	0	67...74%	15...17%	9...10%	91
	HE	1...1%	73...80%	15...17%	2... 2%	91
Vice Pres. Dean Provost	OI	0	73...75%	13...13%	11...11%	97
	HE	2...2%	73...75%	17...18%	5... 5%	97
Other/ Unknown	OI	0	15...65%	4...17%	4...17%	23
	HE	1...4%	12...52%	6...26%	4...17%	23
Total	OI	0	155...74%	32...15%	14...11%	211
	HE	4...2%	158...75%	38...18%	11... 5%	211

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ROLE OF INDIVIDUAL ANSWERING QUESTIONNAIRE

Item: 7. Evaluation of students -- changes in testing and grading procedures

		No Response	High Importance	Moderate Importance	Low Importance	Total
President/ Chancellor	*OI	0	55...60%	26...29%	10...11%	91
	**HE	1...1%	61...67%	22...24%	7... 8%	91
Vice Pres. Dean Provost	OI	0	56...58%	32...33%	9... 9%	97
	HE	3...3%	51...53%	34...35%	9... 9%	97
Other/ Unknown	OI	0	12...52%	8...35%	3...13%	23
	HE	0	12...52%	7...30%	4...17%	23
Total	OI	0	123...58%	66...31%	22...10%	211
	HE	4...2%	124...59%	63...30%	20...10%	211

Item: 8a. New modes of teaching and learning: PROBLEM/THEME CURRICULA

		No Response	High Importance	Moderate Importance	Low Importance	Total
President/ Chancellor	OI	5...6%	49...54%	31...34%	6... 7%	91
	HE	4...4%	46...51%	35...39%	6... 7%	91
Vice Pres. Dean Provost	OI	4...4%	49...51%	36...37%	8... 8%	97
	HE	12...12%	52...54%	26...27%	7... 7%	97
Other/ Unknown	OI	0	12...52%	7...30%	4...17%	23
	HE	2...9%	9...39%	8...35%	4...17%	23
Total	OI	9...4%	109...52%	74...35%	19... 9%	211
	HE	18...9%	107...51%	69...33%	17... 8%	211

Item: 8b. New modes of teaching and learning: CALENDAR CHANGES

		No Response	High Importance	Moderate Importance	Low Importance	Total
President/ Chancellor	OI	0	41...45%	25...28%	25...28%	91
	HE	2...2%	32...35%	38...42%	19...21%	91
Vice Pres. Dean Provost	OI	1...1%	54...56%	23...24%	19...20%	97
	HE	9...9%	41...42%	29...30%	18...19%	97
Other/ Unknown	OI	0	11...48%	7...30%	5...22%	23
	HE	1...4%	7...30%	9...39%	6...26%	23
Total	OI	1...1%	106...50%	55...26%	49...23%	211
	HE	12...6%	80...38%	76...36%	43...20%	211

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ROLE OF INDIVIDUAL ANSWERING QUESTIONNAIRE

Item: 8c. New modes of teaching and learning: INSTRUCTIONAL TECHNOLOGY

		No Response	High Importance	Moderate Importance	Low Importance	Total
President/ Chancellor	*OI	1...1%	66...73%	18...20%	6... 7%	91
	**HE	3...3%	66...73%	20...22%	2... 2%	91
Vice Pres. Dean Provost	OI	1...1%	62...64%	24...25%	10...10%	97
	HE	7...7%	64...66%	20...21%	6... 6%	97
Other/ Unknown	OI	0	13...57%	7...30%	3...13%	23
	HE	1...4%	12...52%	9...39%	1... 4%	23
Total	OI	2...1%	141...67%	49...23%	19... 9%	211
	HE	11...5%	142...67%	49...23%	9... 4%	211

Item: 8d. New modes of teaching and learning: PEER TEACHING

		No Response	High Importance	Moderate Importance	Low Importance	Total
President/ Chancellor	OI	1...1%	35...39%	32...35%	23...25%	91
	HE	3...3%	32...35%	40...44%	16...18%	91
Vice Pres. Dean Provost	OI	3...3%	31...32%	35...36%	28...30%	97
	HE	8...8%	34...35%	34...35%	21...22%	97
Other/ Unknown	OI	0	9...39%	8...35%	6...26%	23
	HE	1...4%	9...39%	9...39%	4...17%	23
Total	OI	4...	75...36%	75...36%	57...27%	211
	HE	12...6%	75...36%	83...39%	41...19%	211

Item: 8e. New modes of teaching and learning: PEER COUNSELLING

		No Response	High Importance	Moderate Importance	Low Importance	Total
President/ Chancellor	OI	1...1%	58...64%	22...24%	10...11%	91
	HE	2...2%	45...50%	39...43%	5... 6%	91
Vice Pres. Dean Provost	OI	3...3%	41...42%	26...27%	37...38%	97
	HE	8...8%	35...36%	36...37%	18...19%	97
Other/ Unknown	OI	0	10...44%	9...39%	4...17%	23
	HE	1...4%	10...44%	7...30%	5...22%	23
Total	OI	4...2%	109...52%	57...27%	41...19%	211
	HE	11...5%	90...43%	82...39%	28...13%	211

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ROLE OF INDIVIDUAL ANSWERING QUESTIONNAIRE

Item: 8f. New modes of teaching and learning: FIELD EXPERIENCE OR WORK/STUDY

		No Response	High Importance	Moderate Importance	Low Importance	Total
President/ Chancellor	*OI	0	83...91%	6... 7%	2...2%	91
	**HE	1...1%	68...75%	19...21%	3...3%	91
Vice Pres. Dean Provost	OI	2...2%	81...84%	12...12%	2...2%	97
	HE	5...5%	65...67%	25...26%	2...2%	97
Other/ Unknown	OI	0	16...70%	5...22%	2...9%	23
	HE	1...4%	14...61%	7...30%	1...4%	23
Total	OI	2...1%	180...85%	23...11%	6...3%	211
	HE	7...3%	147...70%	51...24%	6...3%	211

Item: 8g. New modes of teaching and learning: INDEPENDENT STUDY

		No Response	High Importance	Moderate Importance	Low Importance	Total
President/ Chancellor	OI	1...1%	69...76%	18...20%	3... 3%	91
	HE	2...2%	74...81%	13...14%	2... 2%	91
Vice Pres. Dean Provost	OI	1...1%	75...77%	18...19%	3... 3%	97
	HE	4...4%	70...72%	19...20%	4... 4%	97
Other/ Unknown	OI	0	15...65%	4...17%	4...17%	23
	HE	1...4%	13...57%	8...35%	1... 4%	23
Total	OI	2...1%	159...75%	40...19%	10... 5%	211
	HE	7...3%	157...74%	40...19%	7... 3%	211

Item: 9. Institutional governance changes -- to widen representation in policy formulation.

		No Response	High Importance	Moderate Importance	Low Importance	Total
President/ Chancellor	OI	0	33...36%	33...36%	25...28%	91
	HE	2...2%	39...43%	36...40%	14...15%	91
Vice Pres. Dean Provost	OI	0	49...51%	25...26%	23...24%	97
	HE	4...4%	50...52%	26...27%	17...18%	97
Other/ Unknown	OI	0	7...30%	9...39%	7...30%	23
	HE	1...4%	4...17%	11...48%	7...30%	23
Total	OI	0	89...42%	67...32%	55...26%	211
	HE	7...3%	93...44%	73...35%	38...18%	211

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